

# Student-centered Innovation Research in the Training System of Applied Talents

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**Abstract:** With the rapid development of society in recent years and the enhancement of the frequency of industrial transformation, the original talent training program in the education industry has been unable to adapt to the changes of the times and meet the practical needs of the contemporary society, resulting in the embarrassing phenomenon that the quality of talent transfer in the education sector does not match the actual needs of the employing units. The traditional education model is based on the teacher's written course, completes the teaching task as the principle, and evaluates the student's professional knowledge. Students born under this educational model lack the ability to innovate independently and rely too much. The theory-based and light-practice teaching methods also make students lack competitive advantage in the social activities after leaving the campus. Knowledge and skills cannot be transferred to professional applications, which makes them feel at a loss for the real working environment. The single and conservative traditional methods of education have made some students lack the enthusiasm for learning and the motivation of learning during the learning period, which is very unfavorable for the sustainable development of the future life and the cultivation of creative creativity. In the teaching activities, student-centered training of applied talents is the inevitable requirement of modern society, but also an urgent problem to be solved. The precondition of training applied talents is to regard students as the education center, respect students' wishes, serve students and take students' long-term development as the teaching goal. The training of applied talents needs to be accomplished in the following aspects: curriculum setting, training goal planning, comprehensive and diversified assessment criteria, rich learning resources and so on.

## 1. Introduction

The concept of student-centered education was put forward by American psychologists in the 1950s. It was recognized by UNESCO in 1988 and refined in specific bills. In recent years, China has been following the trend of globalization, learning from foreign advanced experience and striving for breakthroughs in the development of education industry. Continuous integration of industrial structure according to the actual situation has greatly enhanced the scientific and applied nature of education. It has provided a continuous stream of high-quality comprehensive talents for social development, accumulated excellent experience for the scientific upgrading of education industry, and contributed to the promotion of students' own literacy and the feasibility of lifelong development. Following, the author will elaborate on the experience of student-centered cultivation of applied talents with advanced and innovative characteristics in recent years, hoping to bring reference and enlightenment value to readers.

## 2. The Essence of "Student-centered" Training Applied Talents

In the modern social life that keeps pace with the times, education needs to break the old and backward talent training methods, get rid of the passive situation of traditional educators as the main body and students as the recipients, and create a new student-centered teaching concept [1]. Under the promotion of the new curriculum reform in the country and the participation of teachers and students from all universities, the educational concept of cultivating applied talents with students as the center has been vigorously promoted, and the educational path has been effectively

implemented. This new educational concept has gradually penetrated the hearts of the people. Putting students at the centre of education is the idea and measure of following the law of development of things. Its essence is first to respect students' principal position, treat each student as an independent individual, teach students in accordance with their aptitude, give full play to each student's specialty, encourage and guide students' individualized development, and create equal and harmonious teacher-student relationship. Secondly, we should guide students to realize their main role, turn the traditional teaching mode from the situation of teachers as the dominant and students as the passive receivers, and let students become the masters of the classroom, so that students can learn actively. Finally, we should attach importance to the cultivation of students' comprehensive literacy, provide students with rich learning resources, help students expand their horizons, and enhance their ability to create independently.

### **3. Necessity of "Student-centered" Training Applied Talents**

Due to the rapid development of society, the demand for talents in the times is increasingly inclined to practical application. For example, there are a large number of talent gaps in China's manufacturing industry, and people with strong production skills and independent learning skills are needed. The cultivation of applied talents in schools can effectively solve the problem of talent gap under modern production methods, and high-quality students with comprehensive ability can invest in efficient production at the fastest speed [2]. With the increasing informationization and wisdom of life, the requirement for flexible adaptability of talents has been raised a lot, requiring workers to have flexible processing ability and excellent independent creativity. The diversified development and multi-angle and multi-level extension of society lead to the change of people's social functions at any time. The rapid development of science and technology also forces people to follow the pace of advanced times.

At present, it is an era of national learning. Only by lifelong learning can we rise up in the tide of historical development. Through comprehensive learning, we can cultivate our own comprehensive vocational ability to meet the needs of social production for thousands of miles a day. The habit of lifelong learning is conducive to cultivating people's scientific and healthy learning mentality and abandoning short-term utilitarian learning. Utilitarian learning makes people's knowledge too narrow, short-sighted and practical application ability extremely deficient. Lifelong learning is more conducive to the long-term development of life. The backward education method cultivates high-scoring and low-energy students. This short-term talent training program and low-quality talent transfer model cannot meet the needs of national economic construction and sustainable development. Talent training must pay attention to practical application, achieve job requirements in a targeted manner, closely connect with real work, effectively improve students' comprehensive ability and social integration, and enhance students' professional self-confidence.

Institutions of higher learning and individual students shoulder the glorious mission and mission of promoting social and economic development. Every citizen should make his own contribution to the realization of the Chinese dream of the great rejuvenation of the Chinese nation. For colleges and universities, it is the responsibility and obligation of colleges and universities to cultivate practical application talents with students as the center. Colleges and universities should cultivate excellent and high-quality comprehensive talents by scientific and advanced and practical teaching methods, provide fresh blood and strength for national construction, and speed up the process of socialist construction. Colleges and universities should continue to reform and innovate in the light of the changes of the times and the needs of national construction, and adjust the talent training program to the optimal mode.

### **4. The Method of "Student-centered" Training Applied Talents**

#### **4.1 Changing Talents Training Program to Stimulate Students' Self-Creative Potential**

First of all, in the process of improving the talent training program, universities should start from

all stages to provide students with full choice rights and freedom of development, and help students to stimulate their creative potential. We can start from the choice of students, set the application-oriented self-enrollment standard other than the ordinary enrollment method, select students who meet the requirements of self-enrollment according to the students' specialties in the enrollment, and make scientific and reasonable according to the students' specialties. The direction of development [3]. The combination of school planning and student self-planning enhances the orientation of college education, and strives to seamlessly connect students' ability with future work requirements. Secondly, colleges and universities can set up teaching platforms that are conducive to the construction of students' career paths and help stimulate students' potential. For example, in the traditional classroom to add simulation practice activities, build a career development platform. Let students experience their professional life as soon as possible, help them to enhance their adaptability, find their own problems and shortcomings in the simulation activities, and improve them in the learning stage, focusing on breaking through their own shortcomings [4]. Under the vigorous advocacy of the national policy, schools and employers jointly build incubation bases for innovative industries, explore creative industries with unique characteristics, help students to play their own advantages and talents, train students into contemporary aspiring young people with creative spirit and independent entrepreneurial consciousness, and train reserve forces for the construction of an innovative country.

Thirdly, to provide students with adequate professional and academic choices. Usually, the curriculum of colleges and universities varies according to the different majors. Only individual fixed courses are common. Major selection can only be based on the principle of applying for an examination at the time of admission. There is no room to change or increase the choice. This way of specialty setting is too rigid and rigid, which not only hampers students' learning enthusiasm, but also wastes the rich and professional subject resources of colleges and universities. Disciplines are all related, through multi-disciplinary learning can broaden students' knowledge and enrich students' knowledge level. In order to cultivate application-oriented talents centered on students, we should respect students' professional needs, encourage students to study in an all-round way, and provide students with learning opportunities, so as to enhance students' application ability. The school can formulate specific assessment criteria, measure the students' learning status of the original majors, examine the students' understanding of the proficiency majors and conduct an initial professional ability examination. If the students' first majors are well mastered and have the learning status The ability of the second major can approve the application for the second major. Course selection should also be diversified to meet the individualized learning needs of students. Schools can set credits for courses outside the major, and require students to take a variety of courses to enrich their knowledge, expand their knowledge, and develop their interest in learning. And enhance a variety of skills. For example, in the era of information and media, it is an obvious advantage to have the ability of computer editing and image and text processing. Students can cultivate themselves into compound talents by choosing courses such as non-linear editing, Photo shop teaching and photography foundation, so as to improve their employment competitive capital and strengthen their self-construction. In addition to expanding the scope of course selection in an interdisciplinary and interdisciplinary way, students can also be encouraged and organized to learn various vocational skills and obtain relevant professional certificates. In addition, it participates in all kinds of knowledge and skills competitions and competitions within schools or university districts, as well as in exchanges, interviews and travel activities between schools and foreign schools and institutions.

#### **4.2 Strengthening the Subject Status of Students and Paying Attention to the Long-term Development of Students**

In addition to enlarging students' right of choosing specialty and course, we should also change teaching methods and introduce new education mode of innovation and development in the actual classroom teaching process. To weaken the traditional way of schoolwork centered on educators, to strengthen the students' principal position in classroom learning and application practice, to

cultivate students' ability of independent thinking and exploration, and to provide practical guidance and paving the way for students' long-term development in the future. Daily classroom activities can mostly adopt the cooperative way of exploring, brainstorming and helping each other in the study of classroom inquiry group. Collaboration is one of the skills people need in modern social activities. It is prescient to develop this skill during the student's study. After organizing the discussion activities, the educator should not only be a bystander in the classroom. The teacher should assume the duties of the instructor and the mechanism maker in the new teaching mode, ensuring that each student can assume responsibility in the group study and achieve a reasonable division of labor. Keep abreast of the progress of students' learning, strengthen guidance on difficult and difficult issues, help students to solve problems independently through cooperation, and get rid of past dependence on educators [5]. The development of the mechanism must be closely integrated with the actual occupational application, and must not be divorced from reality. Course assessment should also be combined with theory and practice. It should not be lightly created by theory, ensuring that students can apply in the future of vocational application, adapt to the social environment as soon as possible, and meet the development needs of the times.

Educators can also adopt the university district cooperation mode when cultivating talents, exchange teachers and students as administrative units, and assign teachers from various universities to teach in cooperative universities. Teachers and students face new teaching objects. This kind of cooperation between campuses not only balances educational resources, but also helps educators find their own problems and improve their teaching ability in different teaching environments. It is helpful for students to understand the gap between themselves and the students of other schools, to avoid being self-confident and to enhance their sense of competition [6]. In a word, we should break the single teaching mode, maximize the use of teaching resources, enrich students' knowledge reserves, and exercise students' professional quality.

#### **4.3 Introducing Quality Education Policy to Help Students to Have Both Virtue and Talent**

Quality education is a key education concept for cultivating all-round development talents. In addition to the cultivation of explicit qualities such as book knowledge and academic achievement, invisible literacy is even more important. Such as computer operation skills, scientific information knowledge, humanistic literacy, professional ethics and so on. The aim of quality education is to cultivate high-quality talents with both ability and morality. Learning education according to requirements not only cultivates students' professional skills, but also strengthens moral education.

#### **4.4 Optimizing and Integrating Resource Cluster and Exploring Regional Development Model**

At present, according to the differences of resources development in different regions, China has set up specific development policies with regional pertinence. Such as the "one belt and one way" policy, the "maritime Silk Road" construction, the Pearl River Delta development strategy, the Beijing Tianjin Hebei cooperation system and so on. These policies provide opportunities for development for all regions, but also bring significant challenges. The application talents are extremely scarce, so it is necessary to strengthen the training of corresponding talents in regional development. All universities and relevant departments of regional development plans jointly cultivate talents to ensure that the level of talents and regional development needs to be accurately connected, alleviate the current situation of talent gaps, and play a practical role.

### **5. Conclusion**

Student-centered training of applied comprehensive quality talents is the trend of the times. It requires the participation and cooperation of schools, society and students. It plays an active role in improving individual comprehensive realm, optimizing education industry system, enhancing national cultural soft power and comprehensive national strength.

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