

Exploration on Training Mode of “Applied Technology-Oriented” Talents in Private Colleges

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Abstract—At present, the talent training mode of private colleges in our country aims at applied technology-oriented talents. This paper discusses the connotation, meaning and implementation plan of the training mode of applied technology-oriented talents.

Keywords—*applied technology-oriented talents; university-enterprise cooperation; combination of learning with working*

I. INTRODUCTION

To conform to the construction target of socialist modernization and meet the market demands for advanced talents, colleges propose the training objective of “applied technology-oriented talents”. It aims at training high-level applied talents and pays attention to students’ comprehensive quality and manipulative ability. It uses university-enterprise cooperation that combines learning with working to train talents. At present, we should discuss how to deepen the connotation of combination of learning with working, explore and innovate in the cooperation model to make the training of applied technology-oriented talents develop further.

II. CONNOTATION OF TRAINING MODE OF APPLIED TECHNOLOGY-ORIENTED TALENTS

The training mode of applied technology-oriented talents is to train high-level application talents through “combination of learning with working”. In the process of implementation, it makes the ability training professional, combines the teaching environment with enterprise atmosphere, teaching contents with occupation [1]. School and enterprise jointly formulate the training objective, the teaching plan and the evaluation criteria of teaching quality. The teaching process realizes “three combinations” that combine theoretical study with practical operation, combine student role with employee role, and combine teaching contents with working task.

The training mode of applied technology-oriented talents aims at employment and makes the most of educational environment and resources in and outside school. It combines theoretical education through classroom teaching with enterprise practice directly obtaining experience in the whole process of talent training [2]. Students have dual identity. They are educatee in school and “employee” outside school. Students learn professional theoretical knowledge according to

teaching plan in school and carry out substituted post exertion according to their majors and requirements of enterprises. Therefore, the training mode of applied technology-oriented talents makes theoretical teaching and enterprise practice into subsections or alternates them orderly. It refers to the talent training mode of “combining learning with working” to improve students’ quality of theoretical knowledge and manipulative ability. Teaching resources of school and enterprise can be used to improve students’ professional technical competence, occupation ability and occupational qualities and strengthen their identification and consciousness of “laborer” as well as combine talent training with requirements of enterprises.

III. SIGNIFICANCE IN IMPLEMENTING THE TRAINING MODE OF APPLIED TECHNOLOGY-ORIENTED TALENTS

Since the Ministry of Education proposed in *Some Opinions on Improving the Teaching Quality of Higher Vocational Education* that we should start from the combination of learning with working in the reform of talent training mode in higher vocational education, and promote the combination of learning with working, and the work-study program, it has been ten years. The talent training mode meets the rule of vocational education and the educational policy of the party. It has the great significance for the training of high quality skilled talents and going on the road of occupational education of socialism with Chinese characteristics.

A. Strengthen College Students’ Identity of “Laborer” and Improve Their Level of Theoretical Knowledge and Manipulative Ability

Vocational education aims at training high quality skilled talents. It teaches theoretical knowledge and trains students’ vocational skills, including professional skills, ability and professional ethics. Traditional occupational education confuses with higher education. Students focus on theoretical study. There are few practical courses, let alone the post practice in enterprises.

The training mode of applied technology-oriented talents starts from the essence of occupational education and proposes the new thought with “learning” as the purpose and “working” as the means. According to the idea that “knowledge can be

taught but skills must be obtained through practice”, it lets students grasp professional skills through practice and combines theoretical study with practice. Relevant enterprises can participate in the whole process of talent training and provide the enterprise atmosphere, production environment and working system lacking in school. Therefore, they can form students’ professional integrity faster. Besides, the implementation of substituted post exercitation can deepen theory and transform it into practical skills. It is of great advantage to strengthen students’ identity of “laborer”, realize “college is half of the society” and improve college students’ level of theoretical knowledge and manipulative ability.

B. Improve Teachers’ Teaching Level and Ability of Scientific Research

The training mode of applied technology-oriented talents can improve students’ comprehensive quality and promote teachers’ vocational development and improve teachers’ teaching level and horizontal scientific research level.

At present, many colleges of higher vocational education realize it is necessary to introduce and train applied teachers with high practical ability in successfully training applied technology-oriented talents. Therefore, colleges lay emphasis on teachers’ practical work experience in enterprises when employing teachers. When introducing talents, they emphasize teachers’ quality of “double teacher” and require them to obtain job qualification certificate. However, there are a scanty few teachers who work in enterprises conforming to their majors. For example, many teachers of logistics management major have professional qualification certificate of national intermediate logistician but few of them work in logistics enterprise or logistics industry. On one hand, it is because schools have requirements for double teacher, some teachers have to obtain professional qualification certificate by all means. On the other hand, it is easier to get certificate. Although the application condition of professional qualification certificate is rigorous, the operation step is loose and people can get the qualification certificate through written examination simply. Some teachers practice in enterprises autonomously but they fail to enter the inner-enterprise and learn useful experience because of subjective and objective factors.

The training mode of applied technology-oriented talents refers to the education through university-enterprise cooperation. It requires students to practice in enterprises and “combine learning with working”. At the meantime, teachers can work in enterprises to carry out consulting, planning and training and enrich academic contents and “combine teaching with working”. Therefore, this mode contributes to the cooperation between teachers and enterprises and horizontal topic research. Teachers’ theoretical knowledge can be applied to enterprise practice. They use the experience and practical cases in theoretical teaching. It helps to improve teachers’ practical teaching ability so that they can rapidly become “double-qualified teacher” in the true sense.

C. Solve the Problem of Private Vocational Colleges with Limited Teaching Resource

At present, private colleges in our country focus on vocational education and train applied talents. A great gap exists between private and public colleges in educational resources, especially the school funds. Because the fund sources are limited, private colleges have inadequate in area of campus and dormitory, teachers, experimental and training equipment. It restricts the scale and development of private colleges. The implementation of training mode of applied technology-oriented talents can solve the problem effectively. It saves one third of the teaching resource because students need to practice in enterprises for about one year. In addition, they can cooperate with enterprises to establish off-campus training base and move the productive training base to enterprises, as well as use facilities and equipment of enterprises.

IV. KEY POINTS IN IMPLEMENTING THE TALENT TRAINING MODE WITH “COMBINATION OF LEARNING WITH WORKING”

A. Establish Sound Management System

The implementation of talent training mode with “combination of learning with working” should establish proper management system and reform the current teaching management system and talent evaluation model. Schools should introduce incentive policies and arouse the enthusiasm of teachers, students and enterprises to participate in the combination of learning with working and give decision-making power. Professional person in charge flexibly arranges time of practice and examination and the examination method according to requirements of majors and enterprises. Schools should reduce the teaching load of full-time teachers so that they have time to go deep into the enterprise and get practical information. Meanwhile, colleges can invite senior managers in enterprises to serve as guest professor or part-time professor. Increase the investment, attract enterprises to set up factories with the school and increase training bases provided for enterprises to train new employees and for employees’ further education.

B. Integrate Curriculum Provision with Market Requirement and Increase the Proportion of Practical Course and Double-Certificate Rate

The training mode of applied technology-oriented talents is different from the traditional in curriculum provision. The selection and setup of curriculum considers more about the market demands and integrates the social production fact and students’ career. It increases the proportion of practical course and follows the “practical, sufficient and innovative” principle.

Application and practical courses should conform to the development of today’s technology, aim at the latest achievements and emphasize the continuous upgrade of operational curriculum. Colleges should know clearly about the relationship between higher vocational education and regular higher education, reasonably determine the depth of curriculum according to students’ career in the future and

provide the society with applied technology-oriented talents who can solve problems in life and work.

Colleges should adjust course system and teaching contents, take theoretical knowledge and professional skills required by professional certificate in teaching plan, link up basic requirements of professional standard and teaching. It combines examination standard of professional qualification certificate with curriculum plan, focuses on the training of professional skills and quality and uses basic, professional and comprehensive skills (national professional standards) to build practical teaching system. They should set course and check results independently and bring the simulative training and the training in real professional environment in normal teaching plan to train double-certificate talents who have both graduation certificate and professional certificate.

C. Strengthen University-Enterprise Cooperation and Establish Practice Base Outside School

The construction of practice base is the most important base of practical teaching activities and directly concerns the learning of professional knowledge and training of professional skills. The training mode of applied technology-oriented talents should establish practice base to train talents of "laborer" according to employment and occupation ability. However, except for depending on school and building practice base on campus, it can cooperate with enterprises to build practice base outside school. Schools should cooperate with enterprises that serve as the second classroom. On one hand, students can enter enterprises to know their requirements for knowledge level, professional and comprehensive quality of professionals; on the other hand, schools can employ senior managers in enterprises to give lectures, reports and hold forum as guest professor or practice teacher and help students to gain management experience of front line.

D. Implement Spiral Teaching Method

Spiral teaching combines teaching with practice to improve students' skills and level of theoretical knowledge [3]. Students learn basic theories and operating skills related to their majors and carry out substituted post exercitation in practice base. Instructors outside school give instruction to improve students' skills. Students return to school and communicate practice experience with each other. Full-time teachers in school guide and give comments on theoretical level to improve theoretical level and skills, and urge students to learn according to actual demands. Students practice on different post. It can improve students' theoretical level and manipulative skills and make students find their hobbies and deficiencies.

V. CONCLUSION

To sum up, the talent training mode of combination of learning with working improves the quality of school running and makes the relationship of school, enterprise and society closer. Furthermore, it enables schools to train high quality talents in urgent need that "can go to a grassroots unit, stay and become useful" for enterprises. Meanwhile, it highlights the

theory on school management that seeks survival with quality, support with service and development with contribution.

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