

Research on the Training Mode of Application-oriented Undergraduate Talents

—Take the Nanchang Institute of Science and Technology as an Example

Jiajia Fu*

Nanchang Institute of Science & Technology, Nanchang, 330108, China

***corresponding author**

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Abstract: This paper expounds the problems existing in the training mode of traditional application-oriented undergraduate talents, and puts forward relevant training measures and methods according to the actual situation. This paper expounds the importance of training application-oriented talents from two aspects of training mode and teaching form, and prepares to improve the students' practical skill level and improve their professional attainment and employability.

Since 1980s, the international high education community has set off a new trend, which is the training of application-oriented talents, and the emphasis on practical teaching has become the core of the development for application-oriented undergraduate in colleges and universities. In China, many universities continue to explore ways and means of practical education and teaching reform, and seek to find new ways of training mode. At present, to cultivate students' practical and innovative ability, practical teaching has become an important part of it. It is also an important way to improve the students' social professional quality, enhance the level of students' technical skills and improve the competitiveness of employment. "Application-oriented undergraduate" is the exploration of the education model which combines the new undergraduate education and the new level higher vocational education, and it is of the application-oriented undergraduate professional talents who are trained by some provincial colleges and universities, the National Demonstration Higher Vocational Colleges and the national large backbone enterprises to cultivate the social and economic development needs^[1]. Application-oriented undergraduate education has played an active role in promoting the economic and social development of China, the need for high-level applied talents and the promotion for the process of popularization of higher education in China. This paper combines the professional characteristics of our school, integrates practical and innovative thinking into the professional training program, and implements the training of innovation ability and practical ability in the whole training system^[2-3]. In recent years, Nanchang Institute of Science and Technology has been developing professional talents by combining professional development with the needs of the industry. The educational reform is embodied in many aspects, such as the mode of talent training, the creation of teaching environment, the cooperation of school enterprise and the competition of enterprise and so on, so as to prepare for the training of application-oriented talents adapted to the development of the new era in the future.

1. The Problems Faced by the Traditional Application-oriented Undergraduate Training Mode

The reform of higher education in China has been developing continuously, many teaching experiences and methods have shown remarkable results in the training mode of application-oriented talents. The results are as follows: adjusting and optimizing the teaching content and course system, strengthening the practicality of classroom teaching, and increasing the teaching construction of experiment and practice. However, there are still many deficiencies in the

process of education and teaching. The following aspects are as follows: the characteristics of school running are not clear enough, the mode of talent training is relatively backward, the teachers of practical experience are less, the teachers of practical teaching need to be supplemented and further improved, many teaching methods are traditional and single, the students' ability to innovate and start a business is weak, the evaluation model of students' achievement is relative rigid, the diversity of course results, but no standard of scientific examination. Influenced by many factors, many university personnel training has not reached the goal of training applied talents. After graduation, the pressure of employment is great. Therefore, it is necessary for us to make an in-depth study on the training mode of application-oriented talents, and to explore new methods for establishing the training system and training model of application-oriented talents in accordance with social development.

2. Research on the Training Mode of Application-oriented Undergraduate Talents

The application type personnel training mode, under the influence of certain educational thought, is the combination of many elements such as the goal, the form of teaching and the content of the training of application-oriented talents. It is also the structure framework and the way of organizing the knowledge, ability and quality of the students to master the system for the realization of the goal for the application-oriented talents training. This paper discusses the influence of the training mode, teaching form, practice teaching and school enterprise cooperation on the training mode of application-oriented talents. Through this study, it is hoped that it can play a certain reference role in the training mode of Application-oriented Undergraduate Talents in our universities.

(1). Developing Scientific and Rational Talents Training Mode Combined with School Conditions

Nanchang Institute of Science and Technology is a full-time application-oriented undergraduate college with characteristics of engineering, multi-disciplinary development and ethnic education. The training mode of the talents for the school follows the principle of "three main", training practical and innovative talents, focusing on the needs of enterprises, formulating the training objectives, focusing on professional ability, strengthening professional training, combining work with learning, and deepening the reform of teaching. The professional training of Nanchang Institute of Science and Technology is mainly oriented to the western ethnic regions, such as Jiangxi, Xinjiang and Tibet. With the guidance of the relevant document spirit of the state and the province, two kinds of knowledge education system and skill training system are constructed and the quality education is fully implemented. Education, vocational education and post quality education "121" mode, innovation and improvement of ideological and political course group, physical and mental health course group, theoretical knowledge course group, technical skills course group and the comprehensive practice and quality expansion of the two course group "4+" course system, focus on subject construction, highlight the characteristics of professional education, implementation professional transformation, personnel training mode transformation and course system transformation, improve the quality of personnel training, improve the ability and level of service local economic and social development, and ensure the realization of the goal of training application-oriented talents. Scientific and rational personnel training mode, practice teaching as an educational concept runs through the whole process of teaching. These practical teaching bodies include practical teaching activities in the teaching plan, the introduction of practical teaching ideas into the classroom theory teaching, and the promotion of various forms of teaching methods, such as case teaching and situational teaching. In addition, the students' community activities, second classroom activities, innovative and entrepreneurial studios, company product sales and school enterprise cooperation, and so on, are included. A variety of forms are combined to improve the students' professional knowledge, practical ability, professional quality and employ ability.

First of all, according to the current situation of schools, we attach great importance to differentiated education for ethnic minority students. One is the classification and hierarchical teaching of "class classification" and "student stratification, teaching goal stratification, teaching

method and teaching content stratification, assessment method stratification" and so on. The other is the implementation of "targeted education" for professional skills and skills courses, and modular teaching. Secondly, in order to improve the theory teaching link, we should implement the concept of innovation and entrepreneurship education in the aspects of developing the training program, innovating the professional course system, improving the students' ability to innovate and entrepreneurship and developing ability. The training program combined with the second classroom, based on the course, to innovation and entrepreneurship as a breakthrough, combined with the studio to enhance the students' professional skills, improve the students' innovative ability, and broaden the field of professional employment. Finally, we should attach importance to and strengthen the practice teaching link, increase the proportion of practical links in the teaching, add the project practical training of key professional courses, and combine the embedded, integrated and integrated teachers with the technical personnel of the enterprise, and increase the practice of the enterprise participation in the project construction, the practical landscape design practice and the professional project practice, training and graduation design and other activities.

(2). The Combination of Various Forms for Teaching

Whether the teaching form and teaching method are reasonable is directly related not only to the classroom effect and the quality of teaching, but also to the enthusiasm of teachers' teaching and students' learning. Among them, group teaching, open teaching and on-the-spot teaching are the usual teaching forms for teachers in our school.

①. Group teaching

According to the professional and course requirements, the learning ability is grouped. Students learn the same course and have different professional skills. The students' professional knowledge is different in depth and breadth.

②. On-the-spot teaching

Combined with practical courses, a certain field teaching is carried out in the class. It can provide the students with the most intuitive learning experience, provide rich professional practical experience, help to understand and master the professional theoretical knowledge. Through practical operation and practice training, students' practical ability and team cooperation ability can be cultivated.

③. Practice Teaching

Practice teaching is an important part of undergraduate in colleges and universities. With the development of society, practical teaching has become an important embodiment in the training of application-oriented undergraduate talents in colleges. The practice teaching is mainly embodied in a professional skill training link with the practice course, and the establishment of reasonable teaching objectives and teaching content can stimulate the students' enthusiasm for learning. In combination with school enterprise cooperation, the actual operation skills and innovation ability of the students are trained through competition through school, outside school training, and the second class. The overall situation of students participating in scientific and technological innovation and entrepreneurial competition is one of the important indicators to evaluate the performance of innovation and entrepreneurship^[4]. In the new situation of public entrepreneurship and innovation, the community activities and practice training are carried out in combination with enterprises and studios, and the students' innovative ability and professional learning enthusiasm are constantly stimulated.

Strengthening the training base construction inside and outside schools is conducive to students' project training and practice. Through the training of school curricula and the practice training of off campus enterprises, the employability of students can be enhanced. In order to deepen cooperation between schools and enterprises, young teachers should be sent to enterprises to carry out practical in enterprises, so as to strengthen and improve the practice level of young teachers. At the same time, through school enterprise cooperation, we apply for declaration of horizontal and

vertical topics, and open up a new prospect for product and technology research and development of enterprises. The outstanding talents of the enterprise will undertake some professional teaching tasks. We have recruited 5 part-time teachers with business experience, and conducted related consultations and technical guidance to the students' professional practice teaching, practical guidance and graduation design in the project training program. It can also ensure the successful completion of internship and graduation design of students^[5]. Through "school enterprise cooperation", we should focus on training college students' professional practice skills and enhancing their social employability.

3. Conclusion

The reform of talents training mode in colleges and universities is a major reform of the whole school, the whole process, the overall situation and the whole staff ^[6]. It has a wide range of contents. The training mode of talent is not only a theoretical problem, but also a practical problem in the study of higher education in China. It involves the training and mastery of the students' practical ability, and the problem of the students' employment. In China, with the development of higher education from elitism to popularization, higher education is facing the requirement of transformation and development of applied talents. Training students' practical technical skills and is necessary to create conditions for students' employment. Therefore, the reform of application-oriented undergraduate training mode is conducive to students, schools and society.

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Author:

Jiajia Fu(1984-), born in Tangshan, Hebei province, female, master, lecturer, Nanchang institute of technology. Research direction: teaching reform and curriculum design, landscape design, plant ecological restoration. E-mail:376859013@qq.com