

Reform and Thinking of Multiple Training Mode of Applied Talents in Local Universities

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Abstract: Diversified talent training is a key issue in local application-oriented universities. In view of the local university talent training mode reform has a single talent training mode, "triple three light" education teaching, enterprise depth cooperation difficulties, puts forward the idea of building diversified talent training mode, namely from the innovative talent training mode, change the education ideas, promote the reform of curriculum and teaching, strengthen the experimental training platform construction three aspects. At the same time introduces the model to explore the practice of diversified talent training target establishment, the implementation of public basic curriculum grading teaching and professional segment shunt training, diversified elective courses, the reform of diversified teaching methods and means, four years of the practice of teaching system building six main measures, for the reference of similar applied colleges and universities.

1. Introduction

Exploring the reform of applied talent training mode is a hot issue in university teaching reform in recent years^[1]. The 21st century will be an era marked by knowledge economy and information technology. The new era requires college students to constantly update the knowledge system, the fighting spirit of development and innovation, which requires institutions of higher learning, as talent training bases, to update the educational concept is to establish personalized and diversified educational concepts^[2]. To cultivate personalized talents, it is necessary to implement the diversification of higher education, which is the means to realize personalized education. Therefore, the implementation of personalized and diversified talent training mode reform will contribute to the improvement of the overall quality of college students, and provide a large number of useful talents for the society.

2. There are problems in talent training in local universities

With the rapid development of China's economy, higher education has entered the stage of mass development. How to cultivate applied talents? This topic has become a hot topic of university teaching and research in recent years^[3]. The rapid development of China's social economy has put forward new requirements for talent training, that is, paying more attention to talent training and social changes, the integration of higher education and market economy, and the continuous improvement of the internationalization level of higher education^[4]. In addition to meeting the

needs of regional (regional) electronic information, the development of manufacturing industry, pharmaceutical industry and enterprises, they should also meet the needs of national economic and social development. They should not only have the requirements of knowledge, ability and quality, but also carry out diversified and hierarchical education according to students' personality. At present, there are still problems in the following three aspects.

(1) The talent training mode is single. At present, although the new undergraduate universities after 2000 have carried out years of reform and exploration, there is still a single talent training mode. It simply emphasizes the training of knowledge-based and academic talents and ignores or ignores the training of application-oriented and skilled talents, and the talent training mode is difficult to meet the social demand for talents^[5]. Specifically, in terms of talent training concept and training objectives, the talent training target orientation of colleges and universities is not scientific, and the cultivation of applied talents is not placed in an important position, and its importance is not fully realized in thought. In the setting of the curriculum system, although some universities have implemented the development of general education, and actively strengthen the teaching of basic courses to promote the integration of disciplines and majors, they also add various restrictions on the curriculum selection to students, with poor flexibility, which has a great negative impact on the training of applied talents. In addition, in terms of professional curriculum setting, the curriculum has great limitations, small coverage, poor comprehensiveness, and the curriculum is too detailed and too professional. Most of the professional courses point to the cultivation of academic talents^[5] Instead of the cultivation of applied talents.

(2) Teaching, "three light, three light". Some application-oriented universities generally have the problem of "three things, three light things" in education and teaching, that is, emphasizing theory teaching over skill training, knowledge mastery over practice and application, and on-campus learning rather than off-campus practice. Under the leadership of the single knowledge-based and academic talent training goal, colleges and universities put the teaching of knowledge and theory in a very important position, and despise or even neglect the cultivation of practical skills, unable to achieve the combination of theory and practice. At present, most teachers' education ideas cannot be updated with The Times, and still emphasize the simple memory of knowledge while ignoring the cultivation of students' ability to acquire knowledge; the teaching is still teacher-centered, students become the passive mechanical tools to instill knowledge; the teaching method still emphasizes the simple classroom teaching while neglecting the practice; the teaching evaluation is still standardized paper and pencil examination, It is difficult to evaluate the students scientifically and comprehensively. This education and teaching mode has a great adverse effect on the cultivation of applied talents.

(3) Insufficient depth of school-enterprise deep cooperation. Education serves the social development, and the talents trained by colleges and universities should ultimately meet the needs of the market. Therefore, the talent training must pay attention to the connection with the market and enterprises, and pay attention to exercise and improve students' practical operation ability and skills through the practical training platform provided by enterprises. However, in reality, the cooperation between the private universities and enterprises in Henan is not good, some universities do not pay attention to the cooperation between the cooperation remains on the surface, and fail to meet the market demand. At present, the university-enterprise cooperation is still stuck on the superficial surface, and it is difficult to achieve deep-level and more specific cooperation, which has also become an important factor affecting the effectiveness of the cooperation, and become an important problem restricting the training of talents in colleges and universities.

3. The construction idea of the reform mode

Diversified talent training is a big project of talent training in local universities. The training of

multi-type and multi-standard talents involves various education and teaching reform, and measures need to be taken from the aspects of training objectives, teaching methods, management methods and teaching methods to explore the reform path. In view of the current reform of talent training mode in local universities, there are many problems, such as a single talent training mode, "three and three light" in education and teaching, and difficulties in deep cooperation between schools and enterprises. Model reform should mainly start from the following three aspects:

(1) Constantly innovate the talent training mode to cultivate application-oriented talents suitable for the diversified needs of the local economy and society. Applied talent training mode reform needs to market demand as the guidance, combined with the knowledge production and achievement development of colleges and universities, through the organic combination of training content, methods, means, to cultivate meet the needs of social and economic development, can the professional knowledge theory and skills well applied to the practical production practice work of high-quality practical talents. The development trend of today's society and the current structure of the market demand for talents show that if local universities blindly adhere to the single talent training mode and adhere to the training of academic talents as their only talent training goal, it is bound to endanger the survival and development of schools. Therefore, only by taking advantage of the trend and keeping pace with The Times can local colleges and universities have a better development future and better serve the country and the society. We should actively innovate in the talent training mode, abandon the single training mode of academic talents in the past, take the training of application-oriented talents as our important choice, and actively promote a series of reforms centered on the training of application-oriented talents from ideas to specific actions. Based on the many years of exploration experience in talent training, this paper establishes the training goal of cultivating high-quality application-oriented talents for the local economy and society, and constructs the application-oriented, compound, excellent (top-notch) talent training model. Explore a set of new ways of talent training through classified training, diversified development and collaborative education.

Training mode of applied talents. It is the main mode of new universities, which aims to directly cultivate all kinds of applied talents to meet the market needs. This model is to allow students to spend one and a half to two years to lay a generous foundation; spend one to one and a half years to carry out professional education, let students master the basic theory, methods and related knowledge of the major, improve students' learning ability, comprehensive knowledge problem solving ability and innovation ability, professional practice in six to a year, professional practical course learning and application, directly to employers, cultivate students' application ability, and complete the graduation thesis (design) combined with professional practice. The talent training operation implements the "3.5 + 0.5" learning course segmentation mode, that is, spend three and a half years to learn general education and professional education, spend half a year for professional practice, complete the course credits stipulated in the talent training program, and finally obtain the undergraduate diploma and bachelor's degree certificate.

Compound talent training mode. It is the extension mode of undergraduate education in the new upgrading university, and it is a double degree and upgrading talent training mode designed for those students who have the spare ability, excellent performance and have the desire to learn another major. The double degree training mode requires students to receive general education within one to two years, and achieve excellent results; in the next two years, complete the study and practice of the first major course, and complete the graduation thesis (design), and choose the second major and study and practice the corresponding course in the last year. Students who complete the two majors can obtain the dual-major diploma and double-degree certificate; the dual-degree talent training mode implements the "2 + 2" superimposed training mode. Rising the talent training mode is to give in our school or other universities in the province into a way of

undergraduate study, suitable for the province after the examination selection admitted the students, talent training mode operation implementation "3 + 2" section talent training mode, namely the first three years in the first school specialized talent training courses, can meet the graduation requirements of college degree, to rise into undergraduate universities, according to the specialized talent training program, learning undergraduate professional core courses and professional practice, complete two years undergraduate graduation thesis (design) credits, obtain the corresponding professional undergraduate degree and degree.

Excellent talent training mode. It is the model adopted by most comprehensive undergraduate colleges and universities, and it is the talent training model set for the students engaged in research work or further study after graduation. The model requires students to receive general education in the first year and a half to two years; In the last two years to two and a half years, The main implementation of research-based professional education for students, To fully consider meeting the needs of follow-up study and work, While offering professional courses suitable for the depth of depth, Add courses (or projects) in the research of theory, methods and practice of some disciplines, On the basis of in-depth study of profound professional knowledge and mastery of basic professional theories and methods, Training in professional research methods, Complete the graduation thesis (design), Let the students have the basic knowledge, ability and quality to receive graduate education and engage in research work. The excellent talent training mode can implement the "3 + 1 + X" professional promotion mode. Different from the application-oriented talent training mode, the students who choose this mode have more "X" part of the courses than the ordinary applied undergraduate students, or set up academic improvement module courses in the single modules of elective courses.

(2) Change educational ideas, promote curriculum and teaching reform, and cultivate application-oriented talents. We should actively make innovations in education and teaching, and implement the reform of training application-oriented talents. First of all, the educational ideas should be changed in time, to change the traditional knowledge memory-centered, teacher-centered, textbook-centered education and teaching ideas and ideas, to change to take the student development as the center, to take the cultivation of students' practical application ability as an important content and goal of education and teaching. next, To actively promote the reform of curriculum and teaching mode, In the curriculum to fully reflect the theory and practice, Even the idea that practice is more important than theory, To pay full attention to practical teaching, Actively carry out teaching reform, Focus on the combination of theory and practice, Strengthen the teaching and training of the practice link, Encourage students to get out of class, Exercise with the help of the practice platform, improve their practical ability; at the same time, Local universities can combine regional industrial advantages to focus on the development of related disciplines and majors, Emphasis the application direction of major, And actively cooperate with excellent enterprises in the industry, Jointly formulate application-oriented collaborative talent education programs, Jointly promote the reform of application-oriented education and teaching reform, To improve the quality of personnel training.

(3) Deepen school-enterprise cooperation, strengthen the construction of experimental and training platform, and accelerate the pace of application-oriented talents. The characteristic of applied talent training is to increase the proportion of practical teaching, strengthen the construction of practice platform, and increase the opportunities of students' practice training. Practical training is a very important key link, which is related to whether the theoretical knowledge learned by students in class can be applied to practice, whether students' practical application ability and skills can be exercised and improved, and whether students can become applied talents needed by the market. Therefore, local universities must actively carry out cooperation with enterprises, enhance communication and effective mechanism to better serve the training of applied talents; universities

must strengthen the construction of on-campus and off-campus experimental and training platforms, on the one hand, introduce external enterprise resources to facilitate practical teaching, and send students out to the practical work, to improve the practical application ability. Only by continuously deepening school-enterprise cooperation, building and applying good experimental and practical training platforms, can we grasp the core link of application-oriented talent training well, and can we ensure the smooth realization of the goal of application-oriented talent training. Talent training is the primary task and sacred mission of local colleges and universities. The greatest success of colleges and universities lies in cultivating excellent talents with practical ability, innovative spirit and the characteristics of The Times that can meet the needs of the society.

4. Mode exploration and thinking

(1) Established the goal of diversified talent training. In order to establish a diversified talent training system, local universities need to scientifically analyze the history and characteristics of Shangqiu University, and reasonably determine the orientation of personalized education, combine the tradition and the advantages of the school, and the characteristics of the school. Schools should comprehensively measure the development level of students, the school resources allocation, development potential, running advantage, starting from the actual school discipline professional structure and layout, focus on cultivating applied, compound, outstanding, innovative and other diversified high-quality talents, the implementation of diversified, personalized, open talent training mode. At present, this mode has been practiced in the science and engineering departments of local application-oriented undergraduate colleges and universities, and the talent training mode of "work-study alternation", the talent training mode of "post-order class", and the talent training mode of "one main and two auxiliary 2 + 1 + 1" mode of talent training have been initially formed.

(2) The hierarchical teaching of public basic courses has been implemented. Diversified talent training should be reflected in the curriculum classification teaching. Classification and stratification is a very common teaching form in college talent training, Colleges and universities to implement classified teaching, To effectively integrate the teaching resources of disciplines and majors, Reasonable classification, The different categories of professional orientation, professional characteristics, school characteristics, talent training objectives and specifications and other elements are systematically classified, Implement the professional orientation classification training throughout the school, Implementing general education and basic subject education under the background of subject categories, And the general education courses, For example, "College English", "Computer Foundation" and other general education curriculum classification and hierarchical teaching as a pilot reform, It is conducive to the realization of different talent training goals and meet the knowledge and ability requirements of students with some personalized needs.

(3) The implementation of professional segmented shunt training. Diversion training is a diversified talent training form adopted by colleges and universities to reflect personalized education. At present, some domestic colleges and universities have carried out the pilot reform, is generally after the freshman first volunteer professional recruitment, according to the professional education, shunt training implementation from the freshman and sophomore undergraduate stage selection of college students into ad hoc college further study development, the main measures is based on the students' cultural foundation, development potential and their own will for secondary selection shunt to AD hoc college, develop the classification of personalized teaching plan, reasonable arrangement of courses, orderly teaching. This form breaks the common teaching mode of talent training, implements the management process segmentation, and divides the secondary diversion according to students' personalized development needs, so that students can choose their professional direction, learning content and learning methods. Triunt training is the concrete implementation of diversified talent training mode, through which students choose different talent

training modes.

(4) The course module offers diversified elective courses. The foothold of the diversified talent training mode is the different talent training curriculum system structure. According to the goal of the diversified talent training, the school has constructed a multi-direction modular curriculum system to meet the needs of students' personality development. The curriculum system highlights the integrity of knowledge and the cultivation of students' comprehensive ability, as well as the intersection and integration of content between disciplines. Students can offer interdisciplinary comprehensive elective courses in different modules, such as school-wide public elective courses and different subjects, and professional directional elective course modules for students to choose. In recent years, application-oriented universities have set up personalized elective courses in the undergraduate application-oriented talent training program, and students can choose courses from other majors according to their own interests and development direction. Encourage increasing the proportion of elective courses in the curriculum structure.

(5) Construct a four-year continuous practical teaching system. In order to highlight the training of high-quality applied talents and effectively improve students' practical ability, each major should increase the proportion of practical teaching, and build a four-year continuous practice teaching system based on ability and highlighting students' practical ability.

On the basis of strengthening the first classroom (classroom teaching), each major should pay attention to the second classroom (extracurricular learning) and the third classroom (social learning) activities in consolidating students' knowledge, exercise students' ability, improve the important role of students' comprehensive quality, in the second, give full play to the extracurricular teaching, outside teaching function, make the first classroom, second classroom and third classroom organic combination, mutual coordination, realize the integration of teaching, learning work in the process of talent training, education mechanism of comprehensive and systematic. In the culture protocol, Each major should carefully design "internship" and "internship", "course thesis (design)" and "graduation thesis (design)", "scientific research activities" and "community activities", "experiment" and "practical training" and other links, The training of students' English application ability, computer operation skills, experimental practical skills and teacher teaching skills is included in the content of the group learning activities, Enhance the academic and professional group learning activities, The system is in line with the characteristics of the major, wide participation, conducive to the realization of the goal of talent training, rich and colorful and distinctive practical teaching activities inside and outside the school, And make clear the assessment methods of practical activities and the credits required for students to achieve, Truly reflect the extracurricular education and classroom teaching complement each other. The cumulative credits of practical teaching of humanities, pedagogy and economics majors should not be less than 25% of the total credits, and science, industry, agriculture and art majors should not be less than 30%. Technology majors should also according to professional training target specifications, integrate experimental curriculum, restructuring optimization experiment content, establish training students 'basic experimental skills of validation experiment, cultivate students' comprehensive analysis and problem solving ability of comprehensive experiment, cultivate students' independent work ability of design experiment and cultivate students' innovation ability of research experiment of multi-level experiment teaching content of experiment teaching system, experiment teaching system and theory teaching system in parallel, change according to the current situation of the course experiment.

(6) Promoting the reform of diversified teaching methods and means. Diversified talent training advocates a student-oriented and teacher-led teaching mode. In the process of classroom teaching, advocate teachers to change the traditional classroom teaching way, fully respect the students' subject status, from lecturers into guide and participants, requires teachers to adopt interactive, heuristic, case, project, cooperative learning, transformation, online teaching, online hybrid teaching

methods, encourage teachers to teaching reform project into curriculum, exploratory teaching methods, cultivate students' ability to find and solve problems, teach students how to learn. Using super star learning, wisdom, rain classroom, nailing software platform, guide teachers to different teaching content using different forms of teaching methods, focus before class, in class, after class teaching process, let students can make full use of their spare time, give students more opportunities to independent learning opportunities, ensure before class reference preview and homework check teaching link, effectively improve the classroom teaching effect.

5. Conclusions

The core of comprehensively improving the quality of ordinary undergraduate professional personnel training is to scientifically establish a new and diversified talent training objectives, training specifications and training modes that are suitable for today's economic development. What kind of people are trained in colleges and universities is an important problem that local ordinary undergraduate colleges must solve as soon as possible, which is the goal and direction of comprehensively promoting the reform of talent training mode, the key issue of setting up a new curriculum system, and the basic framework of implementing the curriculum teaching content and system reform. Scientific construction of talent training mode and curriculum system is a substantive problem in the talent training reform of ordinary undergraduate colleges and universities, but also the focus and difficulty of the reform.

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