

Research on the Construction of Applied Talent Cultivation System of New Undergraduate Colleges

Lina Chen

Xinjiang Hotan University, Hotan City, Xinjiang Uygur Autonomous Region 848000

Abstract: Cultivating undergraduate applied talents is the main task of new undergraduate colleges and universities, but at present, the phenomenon of applying the academic talents cultivation mode still exists to varying degrees. For this reason, this paper explains the basic contents and requirements of the theoretical teaching, practical teaching and quality development course system which focuses on the cultivation of application ability, and bases on the local cultivation of application-oriented talents, it is necessary to build the system of cultivating application-oriented talents, optimize the structure of cultivating talents, build the mode of cultivating application-oriented talents, allocate the resources and set up the supporting management system.

Keywords: Applied talents; Talent training structure; Training system

Introductory

Talent cultivation program is the implementation blueprint of talent cultivation, the top-level design of talent cultivation in colleges and universities, the concretization of talent cultivation objectives and cultivation specifications, the form of practice, and the central link to achieve the professional cultivation objectives. How to build the teaching content and curriculum system scientifically according to the talent cultivation objectives and specifications and realize the overall optimization of talent cultivation program is the core content of the talent cultivation mode of undergraduate engineering colleges in new local engineering colleges.

1. Current situation of applied talents training in new undergraduate colleges and universities

How to develop the local new undergraduate colleges and universities after upgrading? Obviously, the development and talent cultivation specifications, types and characteristics of a school should be determined according to the historical orientation of the country, the regional status of the province and the level of the school's positioning. As a new local undergraduate college, teaching-oriented, application-oriented and localization are the key words for its positioning. However, as revealed by Burton Clark, the molding system is full of constraints on the power of change, four due to the old concept of higher education and the impact of the current resource allocation policy, many local new undergraduate colleges and universities tend to exist in the positioning of parochialism, over-positioning, lack of characteristics, ignoring the foundation and other problems, concentrated in the cultivation of human resources training is the cultivation of inaccurate positioning. At present, most of the new local undergraduate colleges and universities talent training system and its mode is basically applied to the old universities, in the training objectives, teaching plans, training programs, faculty, curriculum and teaching mode are not applicable to the application of talent training.

2. Principles of Talent Training Program Design for Applied Undergraduate Colleges and Universities

2.1 Adherence to the principle of coordinated development of knowledge, ability and quality

On the basis of emphasizing the transmission of knowledge, the cultivation of students' abilities to acquire knowledge, raise questions, analyze and solve problems will be greatly strengthened. Emphasis was placed on broadening the content of basic education, changing the tendency for the content of education to be narrow and specialized, and strengthening the teaching of basic knowledge, basic theories, basic skills and the cultivation of basic qualities, including the natural sciences and the humanities.

2.2 Adherence to the principle of overall optimization

According to the cultivation objectives of the specialties and the requirements of the academic system, the whole process of cultivation should be integrated, the relationship between basic and professional, inside and outside the classroom, theory and practice, main disciplines and adjacent disciplines, and teaching and learning should be dealt with scientifically, and the teaching objectives and roles of each course or cultivation process should be clearly defined, and the priority and hierarchy, the intrinsic connection and coordination between them should be paid attention to, so that a reasonable proportion of time should be determined. Attention should be paid to the penetration of the disciplines of arts, science, engineering and management, the rational adjustment of the curriculum system of each major, the reorganization and integration of the curriculum, the selection of teaching contents, the reduction of the repetition of the contents of the curriculum, and the enhancement of the degree of synthesis of the curriculum. Focusing on the rational arrangement and overall optimization of each teaching link in the teaching plan, the curriculum content is outdated, too detailed and simply put together, avoiding disjointedness and unnecessary repetitions. Eliminate the situations of “setting up courses for people” and “not setting up courses because there is no one”.

3. The new undergraduate applied talents training problems

3.1 Professional issues

Specialization is the carrier of talent training. The problem of specialization is mainly a problem of layout and positioning. The layout and positioning of specialties in new undergraduate colleges and universities mainly have the following problems.

(1)The combination of disciplines and specialties with local and regional economy, industry, industry is not high, and the tightness of the set specialties and local industries is not high. Problems of specialization are common, and professional groups have not yet been formed.

(2)Professional positioning is generally broad. In terms of professional training objectives and specifications, new undergraduate colleges and universities generally have a broad professional orientation, specializing in the training of talents in almost all fields that can be covered by the corresponding industries.

(3)The advantages of specialization are not obvious. After most of the colleges and universities have been upgraded to the university level, the development of new majors has been rapid. In the development of new specialties, the so-called popular specialties in the tracking society are more, taking into account the original advantages already formed by the school is not enough, part of the school's traditional professional advantages have been weakened.

3.2 Talent training model issues

(1)The goal of professional training is not clear. New undergraduate colleges and universities are positioned to cultivate applied talents, but the cultivation specifications and training requirements are broad, the knowledge, ability and quality of professional requirements are not specific, or there are some specific requirements, but with the cultivation of applied talents do not match high. Part of the school is copied from other colleges and universities similar professional training requirements, not targeted according to the school's own analysis of their own situation there is a tendency of homogenization.

(2)Curriculum system and training objectives, specifications do not match high, the new undergraduate colleges and universities curriculum system imitation of old colleges and universities in general, the school's training objectives, training requirements are not fully reflected in the curriculum.

4. The new undergraduate colleges and universities application-oriented personnel training system construction

4.1 Optimizing the structure of personnel training

Specialization is the carrier of talent training and the structure of talent training. Optimization of talent training structure needs to solve the problem of professional layout and positioning.

In the process of running schools for the local community and serving the local economy and society for a long time, teaching and research are carried out and research results and school advantages are formed. In the transformation and development of schools, the existing advantages should be inherited and carried forward, and the development should be based on this; the second is the development of new majors. New undergraduate colleges and universities should set up new majors according to the needs of local and regional socio-economic development. It is impossible for a college or university to meet all the needs of local and regional socio-economic development, therefore, it should adhere to the principle of “doing something and doing nothing”. Why or why not, schools should make rational judgment from their own positioning and conditions. In the development of new specialties, attention should

be paid to the support between the specialties, to form a professional group; Third, the professional development should be forward-looking. While adapting to the economic and social development of the local region, colleges and universities should also lead the social and economic development of the local region. Schools should pay close attention to the frontier development of academic disciplines and actively develop cross-disciplinary majors to guide the development of the industry; fourth, special attention should be paid to the development of cultural industry majors. New undergraduate colleges and universities not only undertake the tasks of cultivating talents for local communities, carrying out scientific and technological innovation, and providing social services, but also serve as the main carriers and positions for local cultural inheritance and innovation. Schools should be based on local cultural characteristics and develop cultural industry majors to serve local cultural development; fifthly, adjust and renovate old majors.

4.2 Creation of an application-oriented talent training model

Determination of professional training objectives. Determination of professional talents training objectives is the foundation of the construction of talents training mode, and is the basis for the construction of professional curriculum system, the selection of curriculum content, the adoption of teaching methods and the evaluation content and method. The objectives of professional talent cultivation include cultivation goals, cultivation specifications and cultivation requirements. Newly built undergraduate colleges and universities generally want to cultivate applied talents who can serve the local or regional society and economy, but the cultivation objectives of each school are different due to the difference of the place or region where the school is located, the difference of the social and economic development, and the difference of the school's schooling orientation. However, due to the different local or regional development of each school and the different positioning of each school, the training objectives of each school may be different.

Constructing an applied undergraduate curriculum system. Curriculum is the foundation of teaching activities, the cell that forms the teaching whole, the collection of educational contents, structure, process arrangement and other elements determined to achieve the goal of talent cultivation, and the materialization of cultivation goal. Curriculum is the main way to impart knowledge to students, cultivate their abilities and improve their quality, and it plays an important role in the formation of students' knowledge, abilities and quality.

Reform of teaching content, teaching methods and evaluation methods. To realize the cultivation of applied talents, new undergraduate colleges and universities also need to promote the reform of teaching content, teaching methods and evaluation methods.

Developing a good syllabus. To make a good syllabus for a course, first of all, it is necessary to clarify the role of each course in the curriculum system, determine the teaching objectives of each course, decompose the elements of the teaching objectives to determine the knowledge points, and select the teaching content according to the knowledge points. Select teaching materials according to the teaching content. By adopting this method of selecting teaching materials, the teaching of the course will not be limited by a single textbook, and the selected textbook may be a single textbook or multiple textbooks. The selected textbook can better achieve the teaching objectives of the course; secondly, the teaching design should be carried out for each part of the content, the teaching objectives of each part of the course are different, the teaching content is different, and the teaching methods should be different; thirdly, the assessment requirements of the course should be clearly defined, and the assessment requirements should be determined according to the objectives of the course.

Reform of academic evaluation. The training of applied talents emphasizes the cultivation of ability, therefore, it is necessary to focus on the assessment of students' ability to analyze and solve problems by applying theories. It is necessary to strengthen the research on the reform of the academic evaluation method, to change the academic evaluation method which is mainly based on the knowledge-based assessment, and to establish a diversified assessment and evaluation system which attaches importance to the formative assessment and the process assessment.

Conclusion:

The overall construction of the three major teaching systems with ability cultivation as the main line is the inherent requirement for cultivating high-quality applied undergraduates with harmonious development of knowledge, ability and quality. New undergraduate colleges and universities should take into account their own characteristics and advantages, constantly optimize their talent cultivation programs, truly teach students according to their aptitude and encourage their individual development, and cultivate high-quality applied talents for the society.

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