

Exploring the Training Mode for Innovative Talents under the Background of "Double First-Class University Plan"

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Abstract: the continuous development of education also created substantial impact on the talent training mode of colleges and universities. With the continuous development of society, the demand for talents has been increasing. When cultivating talents, we need to innovate the training mode and effectively adjust our own training mode according to the background of "Double First-Class University Plan". At present, however, there are many challenges in the training of talents in colleges and universities. In view of these challenges, corresponding exploration and solutions are strongly needed.

1. Introduction

The continuous reform of higher education and the "Double First-Class University Plan" gradually integrated into the development of all the relevant universities, triggering great efforts to explore the training mode for innovative talents in universities, and defining the future direction of higher education. The exploring process of the training mode for innovative talents in universities, however, still needs thorough research from many aspects, and attention should also be paid to multiple possible measures for training different kinds of talents in universities.

2. Analysis of The Existing Training Mode For Innovative Talent In Universities

There are some mature experiences for Chinese university to refer to. From recent data and research, overseas universities attach great importance to the training of innovative talents, and they tried diversified and flexible methods, and accumulated rich experiences, which can be valuable reference for Chinese universities. Firstly, foreign first-class universities emphasize the ability of critical and independent thinking of students. They believe that students' ability in thinking and their development are closely related. Therefore, in the first year of class, students should study courses of philosophy, politics and economics to further cultivate students' professional understanding and comprehensive ability and promote their all-round development. After the learning of fundamental courses, student will normally follow the teaching process of positive value in the form interactive and active teaching in class. The teachers mainly throw out questions at the beginning of each class, encouraging students to discuss the issue and fully integrate into communication. At this stage, the students are usually grouped according to their corresponding reports or papers on the leading question. To a certain extent, such efforts are to further stimulate students' interest and curiosity in

learning, which can make the students eager to gain more knowledge in the class, be active in the learning process, form good learning habits, and create positive learning consciousness. Students will be further encouraged to participate in the relevant scientific research practice to apply what they have learned in class. The application process enriches the students' thinking and cultivates the comprehensive skills of the students.

The combination of theory and practice in courses is quite an important experience for Chinese universities. Many overseas first-class universities emphasize the teaching mode of integrating theoretical knowledge into practice through effective combination of theoretical knowledge with practice. They believe that after students' understanding of certain theoretical knowledge, they should work on the direction to improve the practical ability of students, which is the ultimate goal of teaching: applying what they have learned in class into the real life. As a result, students can finally form their own knowledge system, judgment foundation, and practical hands-on ability. Such arrangement attempts to create a deeper impression and understanding of the knowledge for the students.

While those references are applied in China, however, several issues are outstanding. The innovative training mode is a relatively new way of education for most Chinese universities, who are at various stages of transforming from examination-oriented education to quality-oriented one. As a result, the training of innovation consciousness of students is still weak. The examination-oriented education here refers the strong focus on alleviating the employment pressure, improving the employment capital and employment probability of students, and passing all forms of occupational exams. Such education focus will cover innovation education, but more in the form of passive innovation, which cannot allow the students to take the initiative to innovate by themselves, not to mention the students' continuous consciousness in innovation. In addition, in terms of teaching approach and focus, quite a few Chinese universities mainly emphasize theoretical or other forms of book-knowledge teaching, with an obvious blank in the training of practical ability and innovation ability. Resultantly, such a training mode may not be conducive to the cultivation and development of innovative talents.

3. Establishing the Training Mode for Innovative, Applied and Compound Talents

One of the priorities of developing the “Double First-Class” universities is to train talents with applying ability, critical thinking, practical skills and innovative spirit. With such priority, Chinese universities, especially the ones under the “Double First-Class University Plan” will have to give full play to the important position of effective training mode, personalized and tailored education, and comprehensive ability training of students. The goal is to improve the international vision of students, cultivate their innovation consciousness and innovation ability. Moreover, with the Chinese national policies of “Mass Entrepreneurship and Innovation”, the proportion of university students to start their own businesses has been increasing significantly, and university students are encouraged unprecedentedly to involve in entrepreneurship and innovation. Resultantly, policies, rules and regulations were designed to improve the overall environment for students' future development. Both the mission of the “Double First-Class University Plan” and the national policy pointed to the focus for the university education: to establish a clear, scientific, effective training mode for innovative talents, together with appropriate evaluation mechanism. What are listed below are some measures and advices.

3.1 Universities should optimize the discipline structure and encourage the training for interdisciplinary innovative talents

Although the discipline layout of universities makes sense to a certain degree, it may restrict the training for innovative talents in various ways. At present, most universities mainly focus on knowledge and theory education, and cannot allow students to truly apply what they have learned effectively in practice. As a result, students are restricted by various factors in real-life innovation and entrepreneurship, and are unable to comprehensively solve practical problems. Therefore, universities need to reasonably redesign and optimize the discipline structure in a way to prioritize the training of students' overall and comprehensive ability, to realize the knowledge complementarity among disciplines, and finally to allow students to apply what they have learned from books to the practical and actual innovation.

3.2 Universities should increase investment in teachers' training program to intensify efforts in innovative education

When universities are focusing on the training for innovative talents, they also have to strengthen the training of teachers simultaneously. Teachers with active and inspiring teaching methods can improve and strengthen the outcome students training. At present, the teachers in Chinese universities are of different levels of teaching ability, and such differences may result in rather different systems of teaching, many of which may not be effective in training innovative talents. In view of this situation, universities need to strengthen the training of teachers, actively introduce innovative and interactive ways to train teachers, and offer greater incentives to teachers in this regard. As for teachers with the skill of effective and innovative teaching, they should be offered with key teaching positions, invited to the teams of innovative training, and demonstrate their skills and methods in innovative and interactive teaching. Moreover, those teachers should be organized into various groups to lead the teaching research in universities. The effective establishment of efficient and innovative teacher team can bring benefits to students of broader learning, interdisciplinary training, innovative thinking and awareness. Effective teaching methods can change passive acceptance of innovation to active learning and innovation for the students, so as to enhance their ability in expanding aspects and promote their own development. The training mode for innovative talents is the teaching and learning process for both teachers and students. With appropriate training for teachers, both teachers and students are in the process of innovation culture, they will mutually motivate and inspire each other to innovate and practice, which can form the healthy foundation for effective teaching and learning, or effective training mode for innovative talents.

3.3 Universities should strengthen and expand the innovative vision of university students

In the process of training for innovative students in universities, it is also necessary to integrate some practical teaching, not only to teach some theoretical knowledge, but also to combine theory with practice to improve students' practical innovation ability and innovation spirits. More and more Chinese university students are facing various chances to apply what they have learned into practice, but there are still large number of them who may be strong in professional knowledge but weak in practical skills and innovative ability, and this is not uncommon. In order to enhance the training mode for innovative talents, universities should emphasize better integration of practical training into theory teaching, improving the students' practical ability, and diversifying the use of learned knowledge in practice. Under the background of "Double First-Class University Plan", universities need to continuously expand teachers' ability in practical teaching, introduce new

teaching technologies and equipment to enrich the practical teaching of university students, and further combine theoretical teaching with practice. Universities should also carry out certain communication and exchange mechanism with students from other universities, encourage the cooperation among students, implement the practical training mode for innovative talents in universities, and keep upgrading such teaching mode.

4. Concluding Remarks

To sum up, universities need to make innovations in their own students training mode according to the background of "Double First-Class University Plan" and the continuous development of the higher education. To be specific, universities need to introduce their own team of educators, and also need to integrate some technics of practical teaching into the overall education system of universities, so as to improve the practical skills and knowledge application ability of university students. The ultimate teaching mode for innovative talents is a continuously upgrading process, and should always be the top priority for universities.

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