

# *Research and Practice of Talent Training Mode of Private Colleges and Universities in the New Era Based on Mental Health Shaping and Employability Improvement*

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**Keywords:** Financial management major, mental health shaping, training objectives, curriculum system personnel training mode, employability improvement

**Abstract:** In the new era, the research and practice of personnel training mode is one of the key projects in the reform and development of private colleges and universities. GUANGZHOU HUASHANG COLLEGE, as a full-time application-oriented undergraduate university featuring finance, management, liberal arts, engineering, arts and learning and teaching in multiple disciplines, has cultivated a large number of high-quality application-oriented talents with the talent training mode of “solid foundation, integration of knowledge and practice, and internationalization”. Taking the practice of talent training mode in private colleges and universities in Guangzhou, Guangdong province as an example, GUANGZHOU HUASHANG COLLEGE based on the exploration of “3+1” financial management talent training program with students' mental health training and employability improvement as the main line, realizes the integration and progress of theory and practice, and explores the countermeasures of flexible employment. The employment rate reaches 91.53%, which makes the application-oriented talent training and the unit talent demand achieve positive matching and coupling symbiosis, and the education effect is remarkable.

## 1. Introduction

As the main position of talent training, colleges and universities shoulder the important task of training high-quality talents for the country and society. In the new era, under the background of the construction of modern vocational education system proposed by the state, independent colleges should be encouraged to take the lead in exploring the transformation to applied technology colleges and universities, and actively explore the “trinity” training mode of technical skilled talents with professional quality, vocational skills and professionalism in independent colleges'[1]. With the rapid development of social economy, the country and society have a strong demand for financial management personnel, and the requirements are also increasingly high, and the financial management personnel training strategy is also adjusted. Especially the outbreak of the new champions league to the uncertainty of economic growth is on the high side, under the situation of college graduates employment situation is increasingly serious, due to many colleges and universities in our country main set up professional financial management and social needs of professional

capacity requirements do not match, led to the existing talent training mode of professional ability there are large difference between supply and demand, competition in the job market for graduates in financial management The force has to go up[2]. In order to adapt to the social changes, the professional competence-oriented talent training mode should be constructed in the construction of financial management major[3].Financial management major of GUANGZHOU HUASHANG COLLEGE as a first-class professional construction in guangdong province point, it explored the “3 + 1” talent training mode innovation, design the personnel training target, references, accounting software and practical business courses to optimize system construction, countermeasure implementation of flexible obtain employment, large operation management simulation training platform cultivation effect etc are discussed in this paper, tries to explore a kind of based on employability Private colleges and universities in the new era of personnel training mode.

## **2. The Situation of Financial Management Personnel Training in Colleges and Universities**

Many colleges and universities in China are deviating from the social needs in the training of financial management talents. The graduates of financial management major generally have a low matching degree between practical skills and social needs [4], and lack of clear career direction and vocational skills, which leads to a prominent structural contradiction between the supply and demand of financial management graduates[5]. In view of the existing problems in the training of financial management professionals, many colleges and universities began to explore a new mode of personnel training. After actively implementing the “3+1” talent innovation training mode, the employment rate of financial management students in GUANGZHOU HUASHANG COLLEGE has always been among the best, higher than the average employment rate of similar universities in the province. In spite of this, financial management major students still have a big shortage of ability of entrepreneurship and employment, which needs to be paid attention to in the process of talent training.

### **2.1 Lack of Professional Skills Certificate, not Mature Enough to Deal with Accounting and Financial Affairs in Practical Work**

In addition to some public basic courses, students majoring in financial management begin to learn basic introductory courses of financial management in their freshman year. In the second year, I gradually learned more in-depth professional courses. Junior professional subjects plus changeable difficult. The fourth year began to prepare the thesis, but also to look for internship, left a special examination of the financial professional qualification certificate time is not much, some students even at graduation have not taken the accounting primary qualification certificate, tax agent professional qualification certificate, etc. In addition, in the senior year, many students have to spend a lot of time and energy to get English four, six, computer level examination and other high gold certificate, students are not enough time to prepare the certificate, in the actual handling of accounting practice is not mature enough.

### **2.2 The Theoretical Knowledge of Teaching is Disconnected from the Actual Needs of Enterprises and Institutions, and the Lack of Practical Work Experience**

Financial management professional in 2020 was rated as first-class undergraduate specialty construction in guangdong province point, after the school for financial management professional teaching, set up the course content is rich, including management, microeconomics, macroeconomics, management information systems, statistics, accounting, financial management, economic law, intermediate financial management, senior financial management, etc. More than a dozen professional classes. Although the theoretical course of classroom teaching is fully arranged, the

theoretical knowledge of the classroom cannot be applied to the practical work. In the new era, school-enterprise cooperation, industry-education integration, give full play to the role of enterprises in personnel training, which is the start of many colleges and universities.

### **2.3 The Accounting Professional Software Processing Practice is not Skilled, Financial Statement Preparation Adaptation Time is Long**

With the popularization of accounting digitalization in the era of big data, the use of accounting software is becoming more and more common. Financial software refers to the computer application software that is specially used to complete accounting work. It is mainly based on the management of enterprise financial accounts, enterprise capital accounts, enterprise income and expenditure, etc. The promotion and use of financial software is conducive to the standardization of accounting, to help improve the efficiency of accounting, so that users have a more intuitive and clear understanding of the overall financial situation of enterprises. The use of financial software conforms to the development trend of The Times, which is helpful to improve the management level of enterprises and improve the efficiency of enterprises. Due to the lag in the curriculum setting of financial management major, most students of financial management major cannot master accounting software proficiently after graduation, and the efficiency is not high when preparing financial statements.

### **3. The Overall Design and Stage Training of Financial Management Professional Personnel Training Program**

Based on the characteristics of the talent training program for financial management majors in private schools, an overall design has been carried out, and a "phased and hierarchical" training goal has been formulated. Talents establish connections and cooperation between colleges and enterprises through and around the city center, that is, to study the theoretical level and practical disciplines of four-year undergraduate students and the top three students in school, and to cooperate with the school's large-scale simulation training platform to carry out collaborative education, building a Huashang Cloud Accounting Industry College with industry-driven teaching, utilizing modern information technology to adapt to the new requirements for accounting talents in the cloud environment, and cultivating application-oriented accounting professionals with excellent practical operation and entrepreneurial and innovative abilities. In the last one academic year, the school will arrange the students to practice or work in the corresponding enterprise internship base according to their scores and their independent intention of employment. Practical practice can make students apply what they have learned and integrate theoretical knowledge into practical work, which cannot only consolidate the knowledge of financial management business, but also strengthen the familiarity with the application of accounting software, fill in the students' lack of basic cognition under the operation mode of practical social work, and improve the competitiveness of employment. In the first three academic years of school, the major of financial management focuses on cultivating applied talents who master the knowledge of economy, management and financial management, and play a fundamental role to achieve the elementary and intermediate level of financial analysis and securities analysis ability in enterprises and institutions and financial investment institutions. In the fourth academic year of the university, the major of financial management should focus on training middle and high-end applied talents in the front line of financial analysis and financial management in the industries of enterprise financial management and enterprise financial analysis, so as to play a leading role and meet the requirements of applying, compound and innovative talents with high quality. Table 1 shows the training objectives of financial management professionals in GUANGZHOU HUASHANG COLLEGE, their professional abilities and corresponding qualification certificates. Students trained under the "3+1" talent training mode have strong practical ability and industry

competitiveness, so as to improve the employment rate of students.

Table 1: Training objectives, professional ability and professional qualification certificate of financial management major of GUANGZHOU HUASHANG COLLEGE

Training Phase	Training Objective	Vocational Ability	Vocational qualification certificate
School study period (1-3 academic years in university)	This major is designed to meet the needs of economic and social development, with good moral character, legal literacy and scientific spirit, and master the knowledge and skills of financial management.	1. Knowledge and ability in economics, management, law and econometrics; 2. Master accounting and financial management theories and methods, be able to engage in financial analysis and securities analysis in enterprises and institutions and financial investment institutions.	1. Junior Accounting professional Title Certificate (National Financial department, Personnel department) 2. Banking Qualification Certificate (China Banking Association) 3. Fund Qualification Certificate (Asset Management Association of China) 4. Junior Auditor (Ministry of Human Resources and Social Security, PRC) 5. Junior Economist (Ministry of Human Resources and Social Security, PRC) 6. Certified Asset Appraiser (China Asset Appraisal Association)
Enterprise training stage (the fourth academic year of university)	It has high quality applied, compound and innovative talents.	1. Combine financial management courses with economics, finance, metrology, big data and other professional knowledge and specific applications to cultivate students' ability to solve complex problems; 2. Ability to work in corporate finance and financial management in companies, banks and securities. 3. Able to combine theory with practice, strong ability of learning improvement, knowledge transformation and application.	1. ACCA International Certified Public Accountants (Association of Chartered Certified Accountants) 2. CMA Certified Management Accountants (American Institute of Certified Management Accountants) 3. GAMA Certificate of Management Accountants (Guangdong Association of Management Accountants) “1+X “Vocational Skill Level Certificate for Individual Tax Calculation (Zhejiang Hengxin Education Technology Co., LTD.) 5. 11+X “Financial Sharing Service Vocational Skill Level Certificate (Intermediate) Examination (for Real Insurance Company) 6. 1+X Big Data Analysis and Application (Intermediate) (Beijing Shouguan Group)

#### 4. The Construction of Financial Management Professional Curriculum System Hierarchical, Modular

In order to meet the needs of national industrial upgrading for application-oriented talents, private colleges and universities take advantage of the trend to clearly propose “implementing application-oriented undergraduate education and cultivating application-oriented undergraduate talents”. In the whole process of application-oriented undergraduate education, both university education and vocational education should be taken into account. In terms of the social demand for financial talents, financial majors in independent colleges undertake part of the function of vocational education[6]. According to private colleges' financial management professional students and to the growth and development of private colleges and universities financial talent discipline education attribute characteristics, around financial management professional talent training goal, system construction of the curriculum design, gradually building of university foundation education and professional knowledge, professional ability “systematic” of professional course of system.

In order to break through the bottleneck of lack of foresight and overall strategic layout in the construction of the education system of financial management major, GUANGZHOU HUASHANG COLLEGE set up financial and accounting software courses and organized and implemented the internal financial and accounting software application skills competition. The credit system of accounting software courses promotes students to use practical accounting software and increase their familiarity with accounting software. To be familiar with the use of accounting software in financial

work is conducive to improving the efficiency of students in financial management. By carrying out the competition on the application of accounting software, we can improve the enthusiasm of students in learning and using accounting software, enhance the interest of the application of accounting software, so that students can actively learn and master the application of accounting software, and cultivate outstanding financial management elites for social development.

On the one hand, financial management courses and related management courses are set up to promote the management thinking of students and cultivate multi-skill and compound financial management talents. On the other hand, financial management courses are combined with the professional knowledge of economics, finance, measurement and big data to cultivate students' ability to solve complex problems.

The construction of the curriculum system is not simply the accumulation of multiple courses, but to show a high degree of structural characteristics[7]. The curriculum design of financial management specialty is based on the integration of knowledge points and skill points around the required course content of enterprise positions to form a new course, in order to achieve the optimal educational effect.

According to Figure 1, ideas for the construction of the curriculum system under the “3+1” talent training mode of financial management.

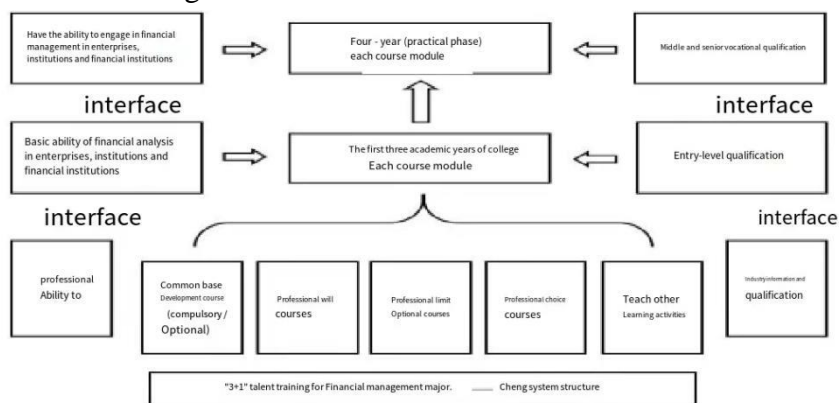


Figure 1: The course system construction ideas under the “3+1” talent training mode of financial management major

In addition, attention should be paid to the cultivation of students' innovation and entrepreneurship ability and international ability. Insist on the combination of classroom teaching and practice teaching, case teaching and theory teaching, to ensure the maximum extent of theory and practice, focus on training and exercise students' ability to apply theoretical tools, strengthen the training of students' practical ability and innovation ability. Introducing the internationalization course, draw lessons from British CFA exam course system, investment analysis of the rights and interests kind, “fixed income”, “the art of raw product” and the other types of investment into 4 courses of the securities investment analysis, “investment” and “portfolio” two courses into the tools and portfolio investment, develop the students' international vision and thinking of internationalization. According to the above data in Table 2, Curriculum architecture of Financial Management major.

Through the cultivation of deeper theoretical courses, students can enhance their theoretical learning ability, learn higher level theoretical knowledge, and lay a good theoretical foundation for practical operation. Teachers are encouraged to combine their own practical operation experience in the teaching of theoretical courses and impart practical business processing methods to students, aiming to strengthen students' ability to deal with practical business operations to a great extent. Avoid the disconnection between theory and practice, strengthen the organic integration of theory and practice, improve the application and technology of teaching quality, achieve a win-win situation between theory and practice, and cast a high-quality platform with a higher starting point for students.



Table 2: Curriculum architecture of financial management major

<b>Subject basic course</b>			
Macroeconomics	Economic law (CPA)	Principles of statistics	The tax law (CPA)
management	The primary financial accounting	microeconomics	
<b>Major compulsory course</b>			
Accounting professional ethics	Intermediate financial accounting (on)	intermediate financial accounting (below)	The financial management
management accounting	Accounting information system	Senior Financial Management	Analysis of securities investment
financial sharing services			
<b>Major courses are optional</b>			
Introduction to the Financial Management Profession	Cost accounting	Analysis of financial statements	Science of auditing
Advanced Financial Accounting	Corporate strategy and risk management tools(CPA)	investment and portfolio decision points	Big data decision analytics
Simulation of enterprise behavior	Financial management training	Capital market operation	
<b>Major as you choose courses</b>			
Application of Excel in finance	Accounting English	Accounting practical writing	Tax planning
Cost Management	finance	International trade theory and practice	econometrics
Introduction to E-commerce	The asset appraisal	Government accounting	company strategy with the wind Risk management
investment	Personal finance	online finance	Financial management classic case analysis
Quantitative analysis	Matlab Financial modeling and analysis	The financial accounting	Commercial bank operation management
Financial Management of Multinational Corporations (UK)			
<b>Integrated practice course</b>			
Social practice (including extracurricular science and technology activities)	The academic year thesis	Labor and professional practice	Graduation practice I(school) simulation practice
Graduation Practice II	Graduation Thesis (Design)		

## 5. The Effect of “3+1” Talent Training of Financial Management Major

In terms of talent training, financial management major of GUANGZHOU HUASHANG COLLEGE conforms to the trend of The Times and pays attention to students' quality training, theoretical learning and skill practice. Since the implementation of “3+1” talent training mode, students' employability has been greatly improved. Taking the financial management students of Guangzhou Huashang University as an example, this paper analyzes the “3+1” talent innovation training mode.

### 5.1 Statistics on the Employment Flow of Students in the “3+1” Talent Training Mode of Financial Management Major

2020 graduate of GUANGZHOU HUASHANG COLLEGE of Chinese financial management professional students a total of 247 people, set up the internship unit number, a total of 134 people, including guangdong capgemini services co., LTD., 14 people, KPMG service center has 23 people of foshan city, guangdong cheng essence, accounting all 19 people, 16 vanguard financial Shared

services center, all 1 hao cheng accounting affairs Guangzhou Zep Enterprise Management Consulting Co., LTD has 22 employees. The other 113 students chose to find internships on their own, mainly in Guangzhou, Shenzhen and Foshan, developed regions in the Pearl River Delta. In terms of employment cities, 39.38% of students choose Guangzhou, 15.71% choose Shenzhen, and 7.97% choose Foshan. Students who choose developed areas for internship and employment account for 63.07% of the total proportion, more than half of the total proportion.

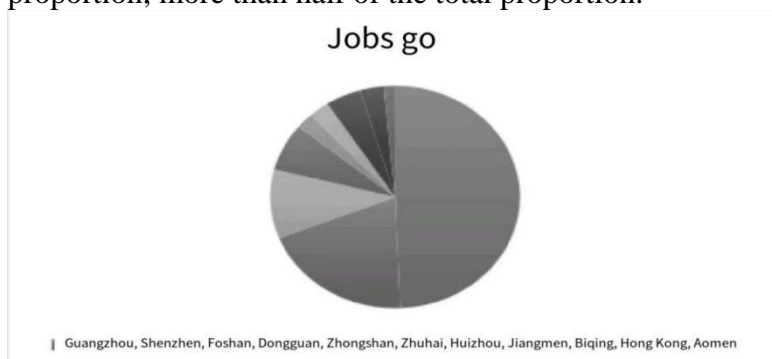


Figure 2: Employment flow of financial management majors in the School of Accounting, Guangzhou Huashang College in 2020

According to the above data in Figure 2, under the training mode of “3+1” talent innovation, the internship units of financial management students of the Class of 2020 are mainly located in the developed regions of the Pearl River Delta, including some local accounting firms with corresponding majors in Guangzhou Services. According to the characteristics of financial management major, the school recommends internship units related to Anton major for students, which reflects the favorable influence on students' future employment under this talent innovation mode. With a specialization, students can gain valuable experience through appropriate internships and lay a solid foundation for the fast-changing jobs of the future.

## 5.2 Statistics on the Employment Rate of Financial Management Major under the “3+1” Talent Training Mode

According to the annual report of employment quality of graduates of GUANGZHOU HUASHANG COLLEGE in 2020, under the “3+1” talent training mode, the employment rate of students majoring in financial management is relatively high, reaching 91.53%. In particular, high quality employment has been achieved in the aspects of postgraduate entrance examination and public entrance examination, with 21 people taking the postgraduate entrance examination and 21 people taking the public entrance examination.

According to the above data in Figure 3, under the “3+1” talent innovation training mode, the employment quality of students has been greatly improved. Especially among students preparing for civil servants and postgraduate entrance exams, the school specifically arranges these students to participate in the school's large-scale simulation training platform for practical training. On the one hand, it can save time and concentrate on preparing for the exam without having to go to the company for internships; on the other hand, if you fail the postgraduate or public entrance examination, you can regain professional skills, maintain professional competitiveness, and thus retain the opportunity to participate in the core competition of the job market.

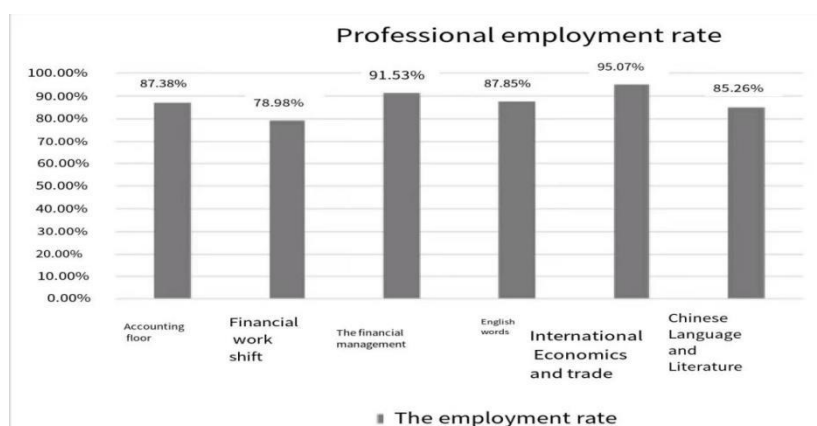


Figure 3: Employment rate of some majors in Guangzhou Huashang College

## 6. Empirical Analysis: The role of the Business Comprehensive Simulation Experiment Platform in the Talent Training of Huashang Accounting College

In June 2019, the board of GUANGZHOU HUASHANG COLLEGE of Chinese investment in construction of Chinese accounting industry institute of cloud, a total of financial Shared laboratory Settings, cloud accounting laboratory, Chinese businessman cloud accounting operations center three functional areas, the use of an area of 1080 m<sup>2</sup>, can accommodate 448 people to experiment, internships and work, take the financial Shared services, accounting information, accounting practice “, “Enterprise behavior simulation”, “Management accounting experiment” and other experimental teaching tasks.

According to the above data in Figure 4: “3 + 1” talent training mode structure of Financial Management major of Guangzhou Huashang University. The overall goal of Huashang Cloud Accounting Industry College is to build a solid industry-university-research integration platform integrating “curriculum construction, laboratory construction, practice base construction, output center construction and research center construction”, combining production and research, interactive and multi-win. The basic ideas are: curriculum construction is the foundation; Laboratory construction is the core; the construction of practice base is the extension of simulation experiment. Operation center construction is the link of school-enterprise union; the construction of research center is the natural extension of industry and education.

The goal of talent training is: first, it is to educate people. The fundamental purpose of industrial development is to train talents. Through the development of industry, we can promote the construction of curriculum and laboratory, and then provide practical conditions and financial conditions for the cultivation of talents. The second is the service industry. Make use of the faculty and professional advantages of the accounting school, innovate the working mode and production technology, promote the development of the industry, and make contributions to the local economic development. Third, promote scientific research. In the process of “production” and “learning”, the professional knowledge of teachers and students is used to refine work experience, and a batch of scientific research achievements with teaching and application value are formed through the construction of case base.



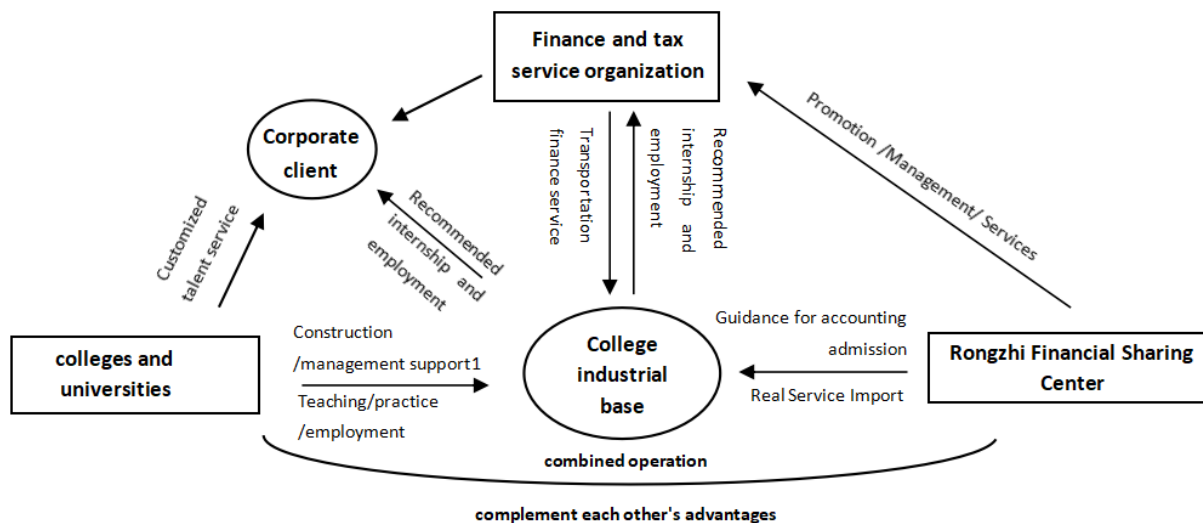


Figure 4: The “3+1” talent training model of Financial management major in Guangzhou Huashang College

### 6.1 Financial Sharing Service Laboratory

The financial Sharing Service laboratory is equipped with computer, server, seat and other supporting facilities for 200 people to study and experiment at the same time. The experimental software includes: financial sharing service experimental software, enterprise accounting information system. We can offer two courses of financial sharing service and enterprise accounting information system in rotation, and accept three classes at the same time with about 200 students for course learning and experiment.

### 6.2 Cloud Accounting Laboratory

Main functions: enterprise behavior simulation laboratory; Accounting training laboratory; Manage the accounting lab. Site facilities: 506-507, block A, houde building (about 432m2); Equipped with computers, servers, seats and other supporting facilities for 200 people to study and experiment at the same time. Three classes can be accepted at the same time, about 200 students for simulation practice.

### 6.3 Huashang Cloud Accounting Service Operation Center

Chinese businessman cloud cloud service operations center for Chinese accounting industry institute foreign operating subject, main function is to use guangzhou RongZhi create food technology co., LTD., guangzhou China investment consulting co., LTD., and other enterprises to provide the number of dry small micro generation of bill business and management consulting business, comprehensive training students of accounting, tax returns and management consulting business of speaking ability.

### 6.4 Innovation of Talent Training Model

College in 2019, the Chinese businessman cloud accounting industry and is reputation management (guangdong) group co., LTD., a well-known education service agencies are keeping far

jointly build education education + technology + talent + the ecological closed loop of the industry, with the national colleges and universities to establish universities industrial base, the use of standardized, streamline, information management, and AI technology saas system established financial cloud altogether Enjoy Center, through the enterprise real business + intelligent platform + practical teacher training mode, training industry and financial integration of consultant talent transport industry.

According to the above data in Figure 5: Ecological Guide chart of 3 + 1 Talent Training mode of Financial Management Major of Guangzhou Huashang University, When students enter the base, their identity will be transformed into professionals, and the real business of enterprises will also be integrated into the classroom. By allowing students to deal with accounting, tax declaration and management consulting, students' basic accounting ability and primary consulting ability will be comprehensively cultivated. The enterprise adopts real accounting business, cloud computing technology and intelligent cloud platform to provide big data accounting analysis for the market while training new accounting talents; At the same time, through standardization, process, information management, the use of AI technology + Saas system to achieve low-cost, high-quality and efficient intelligent data processing, replacing the traditional manual accounting and tax declaration work.

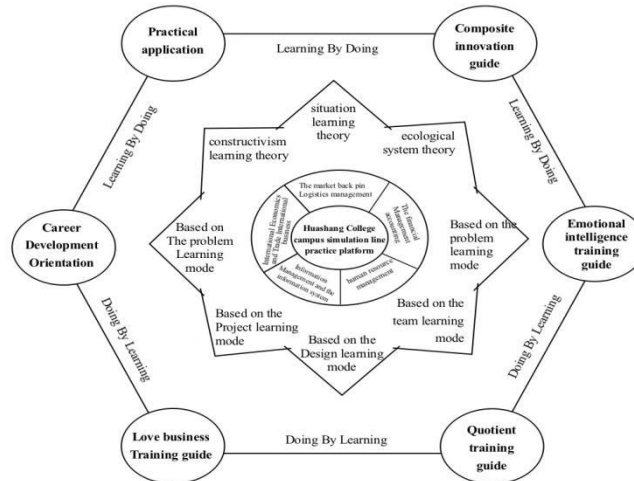


Figure 5: The ecological guidance chart of 3+1 talent training mode for financial management major of Guangzhou Huashang Colleg.

Carry out practical training, guide students to establish the thinking mode of practical business processing in the practical business processing, students can accumulate the experience of dealing with the practical business of financial management, constantly arm and enrich themselves, so as to deepen the flexibility of students to analyze and deal with problems independently. We from financial management professional applied talents cultivation of logic and path discovery, GUANGZHOU HUASHANG COLLEGE of on the applied talents training to overcome the orientation of the professional guidance and industry: the relationship of group, professional guidance for industry guidance provides soil, industry oriented is not only to a progressive and fostering the professional orientation, but also the “Archimedes fulcrum” of professional Settings. Because of this, we need a kind of dialectical thinking, coupling the professional orientation and the industry orientation, who coupling who depends on the special requirements of different professional training, or the stability and flexibility of talent training.[8]

## 7. Conclusion

In this paper, the training model of Guangzhou Huashang University is studied, and the “3+1” training model of the first-class construction point of financial management is taken as an example to explore that students majoring in financial management have higher psychological quality, strong ability to withstand pressure and good comprehensive skills after receiving optimized financial and accounting software and practical training courses, implementing flexible employment countermeasures and large-scale economic and management simulation training Congruent quality. Through the research of this paper, it is concluded that the implementation of the financial management “3+1” personnel training mode has cultivated a large number of high-quality talents in the economic management industry for the country and society. Entering the new era, the state encourages private undergraduate education to take the lead in exploring the reform of talent training mode. Under the joint action of “endogenous” and “exogenous”, GUANGZHOU HUASHANG COLLEGE actively promotes the talent training mode of “gradual incremental reform”. Based on the cultivation of students with strong psychological quality and employability, it promotes the exploration and practice of improving the “3+1” financial management talent training program, let the theory and practice combine, especially in the training pay attention to the cultivation of students' actual business processing ability, and strive to be the most perfect way to cultivate students into the social and economic construction of the most needed high quality economic management applied talents, so that the training of applied talents and the needs of enterprises and institutions to achieve benign matching and coupling coexistence, has achieved good results.

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