

Research on the Cultivation Mode of Application-Oriented Talents in Private Universities

Juan Zhang, Gengfei Pan

Fuzhou University of International Studies and Trade, Fuzhou, China

Email:1657986256@qq.com

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Abstract: Taking Fujian province as an example, this paper studies the cultivation mode of application-oriented talents in private universities. Based on the analysis of the current situation of application-oriented personnel training, this paper finds out the problems of application-oriented personnel training mode in private universities in Fujian Province. Finally, the paper puts forward four suggestions to improve the application-oriented personnel training mode of private universities. Colleges and universities can take the national and industrial qualification certificate standards as the guidance of students' vocational qualification examination. Universities develop students' vocational abilities by encouraging them to obtain relevant certificates. Furthermore, it establishes an effective linkage mechanism between theoretical courses, practical links and vocational qualification examinations, so as to enhance students' competitiveness in employment and form their own school-running characteristics.

1 Introduction

As an important part of higher education, private universities are playing an increasingly important role in alleviating the pressure on education and cultivating local economic talents. After more than 20 years of development, private universities have developed steadily and achieved a certain scale. It is an inevitable trend for the development of China's higher education that newly-built universities should take the road of application-oriented development and train application-oriented talents, which is also a historical mission endowed by The Times(2020)[1]. At the present stage, most private universities still follow the traditional way of higher education talent training, emphasizing theory over practice in teaching, weak and unstable faculty, insufficient educational funds, and the disconnection between talent training program and actual economic development demand, which seriously restrict the development of private universities. Accelerating the transformation of private universities into application-oriented universities, promoting the scientific orientation of private universities, and reforming and innovating the talent cultivation mode of private universities are the inevitable choices for private universities to develop to a certain stage. Therefore, it is of great significance to deeply study the cultivation mode of application-oriented talents in private universities for cultivating application-oriented talents who can meet the needs of society and serving the development of regional economy.

2 Current situation of application-oriented talents training in private universities

2.1 Orientation of school running and personnel training

School-running orientation and talent cultivation orientation determines the direction of development of the school. The article takes Fujian province as an example. By 2018, there were 17 private universities in Fujian province. The article finds the running orientation of private universities in Fujian province is mainly application-oriented universities, and the orientation of talent training is mainly application-oriented innovative talents serving the local economy. Among them, Yang-En

University stands out among the private universities in Fujian province because of its clear orientation in running school and personnel training.

2.2 Curriculum setting

Private universities have limited sources of funds for running schools. It mainly comes from students' tuition fees and the school running force is weak. However, practice courses need to introduce high-priced instruments and equipment as the basis for class. Therefore, the number of professional laboratories in private universities is small. In terms of talent training mode, theory is emphasized over practice, and practice courses account for a low proportion in the overall curriculum.

Taking Fuzhou University of International Studies and Trade as an example, the author conducted a questionnaire survey on 500 students from different majors who graduated in 2018. The article found that 55.55% of the students think that the proportion of theory courses is high, while the proportion of practice courses is low; 4.85% of the students think that there are only theory courses, but no practice courses. In general, the students think that the proportion of practice courses is high, accounting for 60%. It shows that there are weak teaching links in the curriculum setting of private undergraduate colleges and universities.

2.3 The construction of the teaching staff

In the construction of teaching staff, young full-time teachers have gradually become the backbone of private universities. Most of teachers are fresh graduates with a master's degree. They are young and have little teaching experience, but they are quick-thinking and have a strong ability and plasticity to adapt to new things. The second part is the part-time teachers, mainly including the retired old teachers from public universities and the part-time young teachers from other colleges. These teachers have solid theoretical knowledge and rich teaching experience, but they lack a sense of belonging and responsibility, lack long-term consideration for the construction of school majors, and have little support for the school.

2.4 Employment situation of graduates

Private universities generally have low employment rate, professional mismatch and so on. Taking Fuzhou University of International Studies and Trade as an example, this paper conducted a questionnaire survey on 500 students from different majors who graduated in 2018. The paper found that only 10.6% of the graduates' current jobs are in line with their majors in university, 38.5% are not quite fit with their majors, and 20% are very not fit with their majors. It indicates that the graduates' specialty matching rate is relatively low. It is a waste of educational resources for students not to be engaged in their own majors when they graduate. It also shows that there are problems in the training of talents in schools and the quality of talents sent to the society needs to be improved.

3 Statement of problem

3.1 The characteristics of running a university are not prominent, and the goal of application-oriented talents is not clear

Scientific and accurate orientation of running a college is very important for the development of private universities and the cultivation of high-quality talents. In reality, most private universities focus on cultivating application-oriented talents, but they are not clear about how to cultivate application-oriented talents, and the construction of practical links for cultivating application-oriented talents is weak. As a result, private universities fail to deepen the reform in the process of talent training, which leads to the disconnection between talent training and social demand, which is not conducive to the cultivation of high-quality talents.

3.2 The curriculum design practice link is weak, the teaching method is obsolete

Application-oriented private universities should emphasize the cultivation of application-oriented ability in curriculum setting (2019) [2]. The survey found that the teaching methods of private universities are obsolete and lack of innovation. The teaching is based on the traditional teaching mode, which overemphasizes the teacher's dominant position and makes the students lack initiative and enthusiasm. The limited source of funds for the construction of school innovation base, the insufficient construction of laboratories, and the lack of professional experience in practical teaching of teachers lead to the bad effect of combining theory with practice. Moreover, the practice course is based on classroom teaching, which lacks case teaching and on-site teaching integrated with modern technology, resulting in the failure to cultivate students' innovation ability and application ability.

3.3 The combination of teachers is unreasonable, the phenomenon of loss is prominent

The construction of teaching staff has always been a major problem for the development of private universities. On the one hand, the teaching staff of private universities mainly includes its own teachers and external teachers. A large part of its own teachers are composed of graduate students who have just graduated from the master's degree. They have little teaching experience and even less experience in the industry of enterprise practice. On the other hand, the existing recognition standards of "Double-qualified" teachers are not clear and lack operability. Many of them are in the form and develop slowly.

Young teachers, as the backbone of teachers in private universities, have suffered a significant loss. On the one hand, some young teachers with less teaching experience lack a sense of belonging due to the gap between ideal and reality after working. On the other hand, some high-level talents enter private universities at the beginning as a temporary choice, and they will leave their jobs to seek better development in the later period.

3.4 The evaluation mechanism is not sound

At present, the assessment method generally adopted in colleges and universities is closed-book examination, which focuses on theoretical knowledge rather than practical knowledge. The assessment mainly focuses on students' memory and mastery of knowledge, which is not conducive to the investigation of students' innovative ability and practical ability. In addition, teachers' evaluation is the main part of the evaluation, and students are passive, which weakens students' initiative and enthusiasm to participate in the evaluation.

4 Suggestions

4.1 Constructing the application-oriented personnel training program

First of all, private universities should set up scientific training objectives for application-oriented talents. Private universities should take the training of all-round development of morality, intelligence, physique and beauty, adapting to the needs of regional economic development and the transformation and upgrading of industrial structure as the main goal, and cultivate application-oriented talents with strong theoretical and practical application ability.

Private universities should analyze the knowledge, skills and core qualities needed by the industry for talents, and refine these training objectives into practical teaching to cultivate talents in line with the market needs. Meanwhile, the advantages of private universities in running colleges should be constantly reflected to gradually form unique characteristics of running colleges. Secondly, In terms of specialty structure design, the university should concentrate on its own characteristic specialty and advantageous discipline, so as to make it fit with the development direction of regional economy and economy, and give full play to the cluster effect of the specialty advantages of private universities(2019)[3].

4.2 Constructing the mode of production-study-research in private universities and strengthening the construction of practice teaching

School-enterprise cooperation and practical teaching are of great importance to the cultivation of application-oriented talents in private colleges and universities (2019) [4]. In order to cultivate application-oriented talents, local universities should adhere to the school-enterprise collaborative education mode, so as to realize the win-win development of schools, enterprises and students. First of all, the traditional single teaching mode of classroom teaching should be changed. Teachers, students and enterprises should participate in it and give full play to its synergistic effect. In the process of teaching, students' participation and initiative are mobilized to realize a teaching classroom in which teachers and students play the main role together. At the same time, we should strengthen school-enterprise cooperation, understand the needs of enterprises, hire industry talents to take part-time jobs in the school, strengthen the close combination between the school and the market and enterprises, and cultivate high-quality application-oriented talents.

Secondly, according to the market demand and the advanced technology level in the industry, we should accelerate the construction of laboratories and training and practice bases, and realize the linkage development mechanism inside and outside the school by building an in-school experimental teaching platform, an off-campus enterprise practice platform and a practical training and practice platform.

4.3 Strengthening the construction of double-qualified teachers and improving the stability of teachers

First, introducing high-level talents. The teaching staff of private undergraduate universities has a weak foundation, and high-level talents have solid scientific research ability and rich teaching experience, which plays a leading role in the construction of the teaching staff. The introduction policy of high-level talents should be adjusted through high salary and scientific research incentive mechanism, so as to meet the spiritual and career needs of high-level talents and improve their sense of belonging and identity. Secondly, improving the teacher evaluation system. In the aspect of teacher evaluation, the university regards "Double-Qualified" qualification as a core task of teacher team construction, and includes it in the qualification standards for teachers' professional titles. Teachers are encouraged to take a part-time job in enterprises and obtain relevant professional qualification certificates. In this process, teachers transform knowledge into skills and apply them to practical teaching, so as to constantly improve the construction of a "Double-Qualified" team of teachers.

4.4 Building effective assessment mechanism

If there are socialized talent training standards, there will be socialized talent evaluation system (2020) [5]. The quality of personnel training is the focus of higher education, and the effective evaluation mechanism is the guarantee system of the quality of personnel training. The university can realize the effective coordination of higher education quality and benefit by constructing the evaluation mechanism combining the internal examination with the national and industrial qualification examination. The university's examination not only assesses students' mastery of theoretical knowledge, but also focuses on students' practical application ability and innovation ability. Colleges and universities can take the national and industrial qualification certificate standards as the guidance of students' vocational qualification examination. Universities develop students' vocational abilities by encouraging them to obtain relevant certificates. Furthermore, it establishes an effective linkage mechanism between theoretical courses, practical links and vocational qualification examinations, so as to enhance students' competitiveness in employment and form their own school-running characteristics.

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