

A General Study on Exploration and Practice of the Reform on Employment-oriented University Talents Cultivation Mode Transformation

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Abstract

Since the mid-twentieth century, the global higher education has been undergoing dual-time rapid expansion, leaving human resources and development focus of it with substantial adjustments. Globalization, along with the rapid development of the knowledge economy, has propped up the divergence of human resource development to specialized division of labor, emphasizing the cultivation of high-level professional talents; while making the global higher education continue to expand, the pursuit of excellence and efficiency is highly valued. This article is focused on the elaboration and research of the status quo talent training modes transition reform and countermeasures with the employment guidance, in hope of providing certain information and reference for higher education in the new era.

Key words: Employment Orientation; Talents cultivation; reform; transformation

1. Introduction

With the implementation of the talent policy and the international competition for talents in the twenty-first century, the 18th CPC National Congress has put forward higher requests for us on " what kind of college should be established, how to run the university", "what kind of students we should foster, how to train them". Those who have access to the most quantity of human resources will be able to get the first chance. The main content of the conference can be summarized as attaching utmost importance on human capacity-building, and taking building high-level personnel as the main goal, the development of which is divided into three stages--short, medium and long terms [1]. In a recent development phase, the goal of high-level international talent cultivating has been completed, which equals to having cultivated a large number of open-oriented talents, who are familiar with the WTO rules. Those highly competent and versatile talents don't have only good foreign language skill, but are adept at their own professional fields, who are more open-oriented. The Chinese economy is more open-ended due to the accession to the WTO, while for this group of international talents, the academia has come up with these requirements: in the face of international competition, they should be equipped with an international vision and sense of innovation, the mastery of the professional knowledge on the international basis, and the abilities to conduct

cross-cultural communication, use and process information. Specifically speaking: a complex management talent team constituted by a group of professional managers familiar with international market rules, proficient in related businesses of finance, a corps of international trade professionals who are familiar with foreign laws and financial regulations, and a cluster of law personnel familiar with international laws and having considerable economic knowledge. The common requirement for the talents is that they are all proficient in foreign languages, especially English, which is, as for the State has proposed requirements for complex international talents for a long time, how China's higher education is combined with the demands of economic and social development. Nevertheless, because of different focuses on the development strategy adopted, imbalance has manifested itself among the regions.. In another word, the main strategy of short-range development of human power is to construct a high-level international team of talents, through which is not only to enhance the overall quality of talent in our country, but also to achieve overall coordination and upgrading of the human resources. Currently, China's higher education is in a transitional stage to foster applied and innovative talents [2]. The overall objective set by the 18th CPC National Congress is "to deepen the comprehensive reform in the field of education," which specified that "we should fully implement the Party's education policy, adhere to strengthening morality education and the socialist core value system of education, improve the Chinese traditional culture education, boost the formation of an effective mode and a long-term mechanism featuring the enthusiasm for learning, work, and motherland, and finally enhance students' sense of social responsibility, innovative spirit, and practical ability. "[3].

2. The current situation of the transformation of the university talents cultivation modes in China

2.1 the necessity of innovation on talents-cultivation modes under the circumstance of economic globalization

Viewing the process of globalization from an economic angle, economic globalization mainly refers to that the factors of production flow at an unprecedented scale and speed on a global range, so that the interdependence between nations is enhanced, the integration between the domestic and international markets growing. On top of this, the global economy is turned into an integral whole, which exerts great influence on the global economy. From an economic point of view, a country's economic growth is a dynamic evolution process of capital accumulation, and the capital can be divided into two kinds: real capital and human capital; the former is often limited by the law of scale remuneration diminishing, but the latter is immune to this law. It can not only enhance the quality of labor to boost productivity, but also escape the law of scale remuneration diminishing by knowledge transfer and diffusion and then propel the economic growth. As such, to achieve economic growth, on the one hand, the level of division of labor should be refined; on the other hand, the labor specialization shall be reached. The requirements for the labor specialization is far more than that, moreover, the labor quality should be continuously enhancing to meet the state-set labor standards. Labor force that only have literacy skills don't meet the current needs any more, and the senior professional human resources are in dire need[4].

2.2 The disproportionation between division of labor and talent capital

Overall economic growth is contributed by the incremental revenues generated by technological progress, knowledge accumulation, and human capital accumulation, which promote the increase of the others factors involved. The general enhancement of economic growth will promote further accumulation at higher levels of the human capital and specialized expertise, and it facilitates a virtuous circle of mutual development between economic growth and endogenous technological progress: the accumulation of knowledge and the improvement in degree of specialization prop up division of labor to promote economic growth [5]. And in a globalized market, due to close trade ties between countries, knowledge in different

countries and human capital become widely available, and by the spillover effect, it will in return accelerate the country's economic growth. Ultimately, the government intervention (or government subsidies in knowledge investment firms), would downgrade the lessening knowledge investment situation generated by knowledge overflow, prompting manufacturers to increase research investment in knowledge sectors, in such a way to improve the economic growth and social welfare. Economic growth of a country is derived from productivity (labor productivity) increase, the increase to the maximum and the more proficiency and skills manifested in the process of labor are resulted from the division of labor, the emergence and development of which will improve the labor force's professional skills and labor productivity; and the increase of the latter hinges on upgrading labor specialization.

2.3 The regional discrepancy in the higher education modes

Half of the regions in China exhibit a gap between the general scale and the relative scale of regular higher education. The regions featuring this difference can be divided into two types, one is that of the relative scale bigger than the overall size, including 13 provinces, among which Beijing, Shanghai and Tianjin, the three municipalities' overall size of regular higher education can only be considered as moderate or small scaled in China, but they enjoy a extra large relative scale. The overall scale of regular higher education in Shaanxi, Zhejiang, Liaoning, Heilongjiang is moderate, but they belong to larger relative scale regions; Jilin is a province of smaller overall scale but a comparatively large relative scale. Xinjiang, Chongqing, Shanxi, Jiangxi, Fujian, to cite but a few, these provinces and municipalities' general scales are small, but their relative scales are moderate. With respect to the population in these areas, their general scales of regular higher education demonstrate advanced quality[6]. The other is that of those whose relative scales of regular higher education are smaller than the overall scales. For example, in Hebei and Shandong, the overall scales are comparatively big but their relative scales relatively moderate; Anhui, Henan and Sichuan, the overall scales are moderate while relative scales relatively small. This shows that the penetration rate of the general education in these areas are not yet fully-fledged.

The relevant experience of applied talents cultivation in foreign countries can serve as reference for exploration of applied talents training mode in newly-established universities in China. The integrated training mode, high grade diversion training mode and cooperative education mode in the United States, "sandwich" model in British universities, "dual system" mode in German University of Applied Sciences, problem-oriented education mode in Danish Aalborg University, TAFE mode in Australia, etc., they are representatives of mode innovation in applied talents training [7].

3. Strategies Proposed on the Reform of the Employment-oriented University Talents Cultivation Modes Transformation

3.1 Optimize the cultivating environment

Applied talents cultivation makes a claim for fostering a good environment, including institutional environment, cultural environment, hardware environment and teaching platform environment. In the aspect of institutional environment, quality education should be brought into full implementation, and the comprehensive development of people and adaptation to the social needs should be taken as a fundamental measure to gauge the talent cultivation level. Besides, talents cultivating standards featuring cultural knowledge learning being integrated with moral character, innovative thinking, social practice, overall development and personality development should be implemented. We should take the initiative in coordinating with relevant departments, research institutes, industries, business to establish the quality standard system for applied talents training, the national standards of applied undergraduate teaching quality, and the basic requirements for professional degrees. The relevant sector should be encouraged to set up

professional training evaluation criteria based on national standards. In the cultural environment construction, according to the concept of “Cultivating Perfect being”, we should promote the students’ cultural quality education, including the project implementation of quality development, publicity and education of school motto and ethos, the construction of cultural environment and wide development of cultural activities, meanwhile, we should promote vocational humanistic quality education to foster students’ entrepreneurial spirit, work ethic and professional attitude [8]. In the hardware environment nurturing, the idea we should keep clear is: Teaching reform costs high, and to open application-oriented universities should rather increase investment than reduce. In the teaching platform building, we should strengthen the practical platform construction and experimental practice conditions and focus on building practice base featuring stable cooperative relations, comprehensive and diverse practice projects. The teaching management platform construction should be strengthened to promote the reform of the credit system, to refine the students registration system, elective system, guest teachers management, teaching evaluation, tests, grade evaluation and other credit support measures to improve the student status management. In the meanwhile, the teaching resources platform construction should be reinforced to propel the construction of a variety of teaching resources for independent learning.

3.2 Stressing ability-training

Emphasis on capacity-building has become a new trend of development for higher education in the 21st century. Applied undergraduates training should set the development of students as goal, highlighting the ability, and advocating the applied ability during the whole process. It is necessary to attach importance to training applied talents of professional competence (including the basic professional ability, professional core competencies and professional comprehensive ability, etc.), and also pay attention to the cultivation of non-professional ability or the general ability of the applied talents (including the instrumental competence, adaptive capacity, innovation and lifelong learning capabilities, etc.). Among them, the professional core competency is the key to establish students’ competitive advantage, and also the foundation of today’s applied talents. Against the backdrop, practice teaching is a crucial part and an important way to cultivate and enhance the ability of the applied talents [9].

3.3 Interacting with the local community

School-running mode featuring interaction with the local community reflects the practical requirements of universities to train applied talents, and it represents inevitable choice and the only way for universities to foster applied talents. Universities should lay stress on the interaction from the actual social needs. Talent-training orientation should be obtained from social research, personnel training specifications be clear, application-oriented talents training program be optimized, curriculum teaching system and practical teaching system be built, and then training programs be implemented by scientific assessing and examining system and teaching quality system. In addition, the implementation of the interaction strategy should be availed to assure the co-building of a public service platform and professional competence training platform, the co-establishment of a practice teaching platform and application-oriented faculty, and the set-up of student employment and entrepreneurship innovation mechanism, etc . [10].

4. Conclusion

For a country's economic growth, the level of refinement of the division of labor should be upgraded, and the labor specialization should be achieved; the requirements for the labor specialization are more than that, they call for further requirements of human resources for continuous quality enhancement to meet the national talents standards. The literacy skills are not in line with today's requirement, which makes a claim

for senior professional human resources. Under the employment guidance, the talents cultivation mode is in the transition phase where we must thoroughly uphold the spirit of talent education advocated by the 18th CPC Nation Congress, and to promote training model reforms of the complex and innovative high-quality talents training .

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