

# Study on the Reforming of Talent Training Model in Newly-built Local Undergraduate Colleges

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**Abstract:** Social change, the development of education, promote the change of talent training mode in colleges and universities to adapt to the social development of education. This paper starts with the analysis of talent training problems in colleges and universities, the summary of talent training types in colleges and universities, and combines the current knowledge changes and social requirements to build a new talent model.

**Keywords:** Local Undergraduate College, Talent Training, Reform

## 1. INTRODUCTION

The cultivation of talents in colleges and universities directly affects the in-depth development of higher education, which has greatly affected the progress of society and the quality of talents. When the changes in society and the needs of talents change, new requirements are also placed on the cultivation of talents in colleges and universities, which makes the cultivation of talents in colleges and universities compatible with the needs of society. When people use the word culture mode, they sometimes refer to professional settings, sometimes single-education methods, sometimes single-course systems, sometimes combined, and sometimes synonymous with teaching models. In 1998, Zhou Yuanqing pointed out in his speech at the first national general high school teaching work conference: "The so-called talent training model is actually the training goal, training standard and basic training method of talents. It determines the talents cultivated by higher education institutions. The fundamental characteristics of the higher education ideology and education concept are concentrated. At this point, the high education people have a basic understanding of the talent training model. But this is only an overall expression of the elements that constitute the talent training model, and it is not a very clear concept. From the perspective of the definition below, we agree with the statement that "the combination of the elements of the training model and the paradigm of its action flow is a simple and simple way for teachers and teaching administrators to operate in the teaching activities. The complete implementation plan is the intermediary of the educational teaching thoughts and theories into the transformation of

teaching practice and the realization of the material strength of the training objectives. The talent training model includes the following basic elements: educational thoughts and teaching concepts, training objectives, professional settings, courses System and basic training methods.

## 2. PROBLEMS IN THE CURRENT TRAINING OF TALENTS IN COLLEGES AND UNIVERSITIES

In the past, China's institutions of higher learning were single-person training targets. Under the national unified plan, schools were run, and the talents that were cultivated were also distributed by the state. What kind of talents should be cultivated? How to cultivate talents should be clear. However, with the full development of the market economy, it has seriously impacted the training of talents in Chinese universities, changing the previous methods of employing people and evaluating talents. The market directly demands talents, and the market has strong pertinence. According to the consistent method of training talents, it is far from being able to adapt to the development of society. In addition, when major changes took place in society, the reform of higher education was relatively lagging behind, which led to the loss of the foundation for talent training in colleges and universities. In the end, what kind of talents should be cultivated in colleges and universities. How to train talents has no rules to follow. Schools that can carry out reforms are looking for ways to find out how to run schools to adapt to the needs of society. Some schools are only waiting to see, and some schools are only waiting to see. Due to the large difference in the actual situation of colleges and universities, many colleges and universities have existing "self" talent training methods, but there is no talent training model suitable for their own school development. Therefore, the talent training model in colleges and universities is still not clear and clear.

The expansion of enrollment in colleges and universities has greatly increased the number of students, which has greatly hindered the cultivation of talents in colleges and universities. That is how to ensure the improvement of quality based on the increase in the number of students. Many colleges and universities have carried out profound reflections

on this issue. However, due to the rapid changes in the number of students, the level of students is uneven. For classroom teaching, the learning effect of students is difficult to guarantee. In addition, for teachers, the quantity and quality cannot be improved too fast, and it is difficult to keep up with the increase in the number of students. In contrast, teachers have to bear twice or even times the workload, and still complete the basic tasks. Reluctant, it is easy to improve the quality of teaching.

The main reasons for the poor effectiveness of the content of talent training in colleges and universities are as follows: First, the transfer of knowledge, the cultivation of neglected ability. Knowledge is very important for cultivating talents in colleges and universities. Without solid theoretical knowledge, it is difficult to form outstanding practical ability. However, the formation of abilities will not be formed naturally with the richness of knowledge, nor will it change smoothly with the changes in social requirements. Systematic training and practice are required. Because colleges and universities pay too much attention to books and classrooms, many knowledge and practice are out of touch. As a result, students do not have good abilities in school. Therefore, after entering the society and work, they will not be able to adapt or be competent for a long time. Second, attach importance to learning outcomes and ignore the learning process. For the training of talents in colleges and universities, only paying attention to the learning results, measuring the quality of students and taking the students' performance as indicators, such lack of monitoring of the students' learning process is not only not conducive to the comprehensive evaluation of talents, but also not conducive to the effective learning of students. guide. At present, when students choose knowledge, they have greater blindness. When a certain result has been reached, it indicates that the stage of learning has ended. At this time, if good and bad are a foregone conclusion, the need to change needs to be renewed. Choice, this not only wastes time, but also spurs the enthusiasm of learning. Third, attach importance to teacher guidance and neglect students' self-study. For college students, most of the knowledge should be chosen by themselves, and students should take full advantage of their active learning, which not only stimulates the enthusiasm of learning, but also provides opportunities for self-study. If the current college talent training is taught by teachers, only classroom learning will not only make the theory and reality out of touch, but also mobilize its enthusiasm for learning. Fourth, attach importance to professional knowledge and neglect comprehensive knowledge. At present, the cultivation of talents in colleges and universities pays more attention to the study of professional knowledge. From teachers to students, more emphasis is placed on professional courses. For other public courses,

elective courses and knowledge outside the profession, insufficient attention is paid to them, resulting in a serious lack of comprehensive knowledge of students. The knowledge of statistics is not understood at all, and the knowledge of humanities in a science university is poorly understood, which will inevitably lead to the limitations of human ability and the narrowness of cognition. Fifth, the curriculum system is backward and the knowledge content is outdated. At present, the reform of curriculum reform and teaching content in colleges and universities has been fully rolled out. Due to the excessive concentration of curriculum management, the teaching plan is too stable, the intensity and effectiveness of reform are not high, and the teaching content has not changed much in a few years or even decades. At present, the academic research is not correct. Some researchers are opportunistic, quick success, and cannot actively explore the development of new knowledge. The textbooks copy each other and the teaching reforms are hard-pressed, which seriously affects the quality of personnel training. Sixth, teaching lacks innovative practice. In colleges and universities, innovative education is strongly advocated. However, the phenomenon of "old bottled new wine" is very common. Researchers generally stay on the thinking of teaching innovation theory and lack solid implementation of innovative practices. Therefore, the theory is ultimately theory. Knowledge is only the "old tune" after packaging, so it is not a real innovation.

### 3. REFORM OF PERSONNEL TRAINING MODE IN NEWLY ESTABLISHED LOCAL UNDERGRADUATE COLLEGES

Most of the newly established local undergraduate colleges have been developed on the basis of the colleges. The history of running schools is short, the shortage of educational resources, the relatively low quality of students, and the fact that they have just crossed the undergraduate level, how to find them in the entire higher education system as soon as possible. Accurately positioning your own position and clarifying your own school orientation has become the first problem faced by policy makers in all newly established local undergraduate colleges. New local undergraduate colleges must establish the following three problems in order to establish their own training objectives and specifications that meet their own positioning and characteristics: First, it is necessary to clarify the objectives, specifications, and orientation of the personnel and the talent training tasks undertaken by the school. Relationships, establish the talent training objectives and specifications in line with the school's orientation and the talent training tasks undertaken by the school. Newly established local undergraduate colleges are generally teaching-type colleges, which are mainly

responsible for cultivating applied talents for local economic construction and social development. The characteristics of applied talents are mainly embodied in a solid professional theoretical knowledge base and skilled professional practice ability and skills. Under this premise, the students' knowledge structure is appropriately expanded, the students' comprehensive quality is improved, and students' adaptability and innovation are enhanced. Such talent training is mainly for local enterprises and institutions, especially the grassroots enterprises and institutions, and the vast number of private enterprises and township enterprises, so that students can give full play to their "double-base" ability and grow as quickly as possible. Provide sufficient talent resources for local economic construction and social development for the business and technical backbone of these units. New local undergraduate colleges should not blindly climb beyond their own positioning in the determination of talent training objectives. At present, some newly-built local undergraduate colleges are unilaterally pursuing research-oriented and research-oriented universities. They simply use basic talents as their own training objectives, and understand the cultivation requirements of "thick foundation and wide caliber" one-sidedly, and expand the general knowledge unrealistically. The scope of education has weakened the "double-base" training and professional skills training for students, and weakened students' ability to adapt to local economic construction and social development needs. This is very unfavorable for the normal development of the school.

Second, it is necessary to clarify the relationship between the training objectives and specifications of the talents and the school-running characteristics and actual conditions, and establish the training objectives and specifications that meet the school's characteristics and practical conditions. New local undergraduate colleges have different school-running characteristics due to regional economic and social development characteristics, historical inheritance, school conditions, resource allocation, etc. Even the same type of school will have its own history and conditions. The characteristics of running a school, these characteristics determine that the new local undergraduate colleges can not use the same training model to cultivate the same talents. In the previous period, due to the concept of ideas, some newly-built local undergraduate colleges had a convergence phenomenon in the establishment of talent training objectives and specifications, which led to the lack of characteristics of talent training objectives and specifications. The talent training model was single and rigid, which affected the school's talents. The actual cultivation. Some students in the school, regardless of their knowledge structure, professional direction or practical ability, can not distinguish their own characteristics and strengths from other school

students. After such students go to the society, no matter in employment, entrepreneurship, or in actual work, it is impossible to reflect their development advantages and potential. As far as the education and teaching within the school is concerned, it is not conducive to the realization of its own talent training objectives and specifications based on its own characteristics of running a school. It is also not conducive to the realization of the principle of teaching students in accordance with their aptitude, diversion and training, and facing the grassroots.

Third, it is necessary to clarify the relationship between talent training objectives and specifications and local economic construction and social development needs, and establish the goals and specifications for talent cultivation according to the actual needs of local economic construction and social development. Our newly established local undergraduate colleges are generally established under the strong support of the local government. The main purpose of running schools is to cultivate appropriate applied talents for local economic construction and social development. Many of the newly-built local undergraduate colleges are mostly in central cities such as municipalities and provincial capitals. Due to geographical location, economic conditions, educational resources, and personnel treatment, many difficulties are encountered in the introduction of foreign talents. It naturally fell to the shoulders of these newly built local undergraduate colleges. Therefore, adapting to the needs of local economic construction and social development, and cultivating a wide range of applied talents for local governments is an obligation of these newly established local undergraduate colleges. However, the need to train talents for local economic construction and social development cannot be blind. In most cases, the newly established local undergraduate colleges are upgraded from the original teachers' and engineering colleges. They have great limitations in terms of school orientation, talent training objectives and specifications. It also draws on and applies some talent training programs of traditional undergraduate universities. The history of undergraduate education is relatively short, and it is too late to form their own distinct personality and characteristics. This requires that these newly built local undergraduate colleges must carefully study the characteristics of local economic construction and social development, get rid of the original school-running model, and truly establish the talents of newly-built local undergraduate colleges according to the actual needs of local economic construction and social development. Training objectives and specifications, and targeted training for students. Only by seriously solving these three problems, new local undergraduate colleges can accurately find their own school-running position, determine their own talent training goals and specifications, and truly take

up the right application of appropriate talents for local economic construction and social development. Educational mission.

The formulation of talent training programs for newly established local undergraduate colleges should be highlighted as the applicable characteristics of local services. Serving the locality is the unshirkable responsibility of newly-built local undergraduate colleges. It is reflected in the cultivation of talents. It is necessary to formulate corresponding talent training programs according to the needs of local economic construction and social development. There are two ways to cultivate the talents needed for local economic construction and social development: one is to adapt to the characteristics of local industrial structure and social development, to set up a matching professional or to set a specific professional direction within the profession, specifically to cultivate The talents needed in the place. In addition, according to the needs of local industrial structure and social development, a curriculum module that reflects the characteristics of local industrial structure and social development can be added to the curriculum system, especially the practical teaching curriculum, so that students' knowledge structure and practical ability can adapt to the local economy. The need for social development. The latter route is more important. In order to achieve the purpose of cultivating appropriate talents for localities, it is necessary to consider the reform of the corresponding curriculum system and teaching content when formulating talent training programs. In the curriculum system and teaching content, it is necessary to adhere to the local, practical, flexible and complex nature of the curriculum, in order to form the basic professional principles of students' professional ability and comprehensive quality to adapt to local needs, and not to copy research-oriented, teaching and research universities. The teaching plan and curriculum system integrate, reorganize and optimize the new curriculum system and teaching content according to the actual needs of cultivating local specialized talents, paying attention to the universality and locality of the curriculum, the

integration and integration of the curriculum and integration. We will strive to achieve the advanced, scientific and practical content of the teaching content, and the organic unity of the locality, and gradually form a curriculum system with certain local characteristics.

#### 4. CONCLUSION

With the increasing number of colleges and the shortage of educational resources, the competition in higher education today is becoming increasingly fierce. Under such a situation, new local undergraduate colleges must be able to stand firm and strive for greater and better development. A key issue is to identify their own positions, recognize their own disadvantages and deficiencies, and play their part. The advantages and characteristics of cultivating talents that meet the needs of society and meet the actual needs of running a school.

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