

Analysis of the Characteristics of the Training Mode of Innovative and Entrepreneurial Talents Based on Studio System

Qi Wang

XiJing University

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Abstract. The central task of the development of higher education institutions is to improve the quality of running schools, which has become one of the important conditions for realizing the strategic goals of a strong country of human resources and an innovative country. All disciplines should combine the characteristics of this profession and actively explore innovative models for improving the quality of education. For the highly applied journalism, doing practical teaching is the key to improving the teaching level and quality of running a school. All kinds of practical teaching resources can provide important guarantees for the teaching, research and employment of journalism teachers and students. The new practical platform of the system can not only complement the teaching and research, but also achieve the connection with employment. This paper combines the exploration practice of journalism based on the studio model, summarizes the operation system of this model, and proposes further improvement.

Introduction

China's "national long-term education reform and development plan (2010-2020)" clearly requires "Strengthening employment and entrepreneurship education and career guidance services." For the first time, entrepreneurship education has been incorporated into the national education development plan, and it has received more and more attention from the state and society. The cultivation of innovative and entrepreneurial talents has increasingly become a topic of concern to colleges and universities. In recent years, as a new concept, innovation and entrepreneurship education has reached a broad consensus in college education, and has become the entry point for the new direction of talent training mode in colleges and universities. "Studio system" is a teaching mode to cultivate college students' ability of innovation and entrepreneurship. Constructing an intensive practice teaching model based on studios will help to foster students' innovative entrepreneurial thinking and ability, and enhance their ability to manage enterprises. "Studio system" pays attention to the combination of theory and practice, pays attention to the integration and unification of knowledge and technology, and has been explored and applied in many subject areas. Based on the application and practical journalism, "studio system" can be an important attempt to journalism education reform.

The Theoretical Basis of the Studio Teaching Mode

Constructivist Theory.

Constructivism is a new theory in the 1980s the United States proposed the education sector, first proposed by Piaget, Vygotsky later proposed the theory of "recent developments" in. On this basis, the Villejo School led by Vygotsky deeply studied the important role of "activity" and "social interaction" in the development of human advanced mental function. All these studies have further enriched and perfected the constructivist theory and created conditions for practical application.

Constructivist learning theory believes that knowledge is obtained by students in a certain social and cultural context, using the necessary learning materials, through the means of meaning construction, rather than through teacher teaching. Constructivism emphasizes student-centered learning activities, while not neglecting the teacher's guiding role, requiring students to play a major role in the learning process, and teachers must become helpers of students' construction meaning. Constructivism emphasizes the important role of "situation" and "collaborative learning" in the

construction of meaning, attaches importance to the design of the learning environment, and emphasizes the use of various information resources to support "learning."

Humanistic Theory.

Humanistic psychology is a psychology in the 20th century, the rise of the fifties and sixties in the United States, and one of its representatives Rogers believes that the human spirit in the world two inseparable components: affective and cognitive, which are relative to each other. Education is to cultivate the unity of knowing and doing, that is, the so-called "complete person". The goal of education is to realize the needs of the self. Student learning not only involves knowledge, promotes the mind, but also involves emotional, spiritual, personal meaning, combined with the students' interests, wishes, and needs to promote the overall development of the individual. The teacher's main task is not to "give it to fish" or "to teach it to fish", but to provide students with a variety of learning resources, create an atmosphere, and let students decide how to learn. Teachers should give students enough understanding, trust and respect to help students complete their self-development.

Multiple Intelligence Theory.

Theory of Multiple Intelligences, founded in the 1980s, proposed by Howard Gardner. He believes that intelligence is the ability to solve practical problems, the ability to produce or create products. This ability is a group rather than a kind, including language intelligence, mathematical logic intelligence, space intelligence, body movement intelligence, music intelligence, interpersonal intelligence. Self-awareness intelligence, natural observation intelligence, they are independent of each other, and are associated with specific cognitive domains or categories of knowledge. In the teaching of multiple intelligence theory, special attention is paid to the significance of the difference of individual intelligence of learners to teaching. "The differences between individuals give people reason to doubt whether all people should be taught the same course, even if they are the same course, should they teach all students in the same way. Education is not just about getting students to acquire knowledge, but Allow students to have an in-depth understanding of specific learning topics and to further think and solve problems independently.

According to the theory of multiple intelligences, teachers should understand the characteristics of students from many aspects, and use this as a basis to adopt and design courses, teaching methods and strategies that are suitable for students' characteristics, and help students to avoid weaknesses. Teaching evaluation should be conducted in a variety of ways through multiple channels. The purpose of evaluation is not to classify, but to help students fully develop their potential.

The Lack of Construction of the Undergraduate Practice Teaching System in Journalism

"Double Hit" Concept is not Widely Integrated into the Practice of Teaching, and Insufficient Attention to.

At present, although some colleges and universities have also proposed education reforms oriented to "innovation and entrepreneurship", in the actual teaching process, this concept cannot be integrated into teaching extensively and deeply, and it is more dependent on the training of journalism students. In the traditional education and teaching model, the emphasis on basic theory is contemptuous of practice, and the combination with related disciplines is not tight, the integration is not enough, and it is out of touch with social practice. The final assessment is also the ability of students to memorize. The cultivation of innovative and entrepreneurial skills is not pragmatic. In the process of training innovative and entrepreneurial talents, the main body of practical teaching has not really been established.

Construction Practice Curriculum System is Unreasonable, Lack of Innovative Capacity-Building Courses.

Innovation and entrepreneurship education in teaching mainly rely on practice teaching, and practical courses body system is an important part of practice teaching, it is the basis of news entrepreneurial ability of personnel innovation training, but many college journalism curriculum and teaching content for today There is a significant lag in the actual job demand of the era.

Innovative entrepreneurship education is only implemented and promoted in the form of “amateur” such as innovation and entrepreneurship lectures, quality training elective courses, etc., which undoubtedly leads to the incomplete reform of the practice teaching process. Looking at the curriculum construction system of journalism majors in China, there are many compulsory courses. There are very few elective courses in the direction of public courses, and there are many subjects that intersect with journalism. However, the courses in other related fields are obviously insufficient, which does not constitute the hierarchy of curriculum construction. The space for students to choose their own courses is extremely limited.

The Practice Teaching Method is Single, The Link Design Mechanization.

At present, many colleges and universities in China have a single outdated teaching method. The phenomenon of “one-word” is very common. The “cramming” teaching method makes the individual differences and learning motivations of students neglected. As the main student of teaching activities, the practice interaction with teachers is simple and mechanized, not targeted and effective. For the practical teaching of journalism majors, the use of multimedia such as the Internet is indispensable, but many colleges and universities are unable to use the network directly in classroom teaching, and the offline micro-teaching teaching has not been effectively carried out. Teachers are guiding practical teaching. In the construction of the system, there is also a lack of systematic thinking. Although some universities have set up practical links such as basic experiments, professional internships, and comprehensive practice, there is a lack of internal links and organic integration among the various links, which leads to the derailment of learning and social needs in the classroom. The faults are serious and it is impossible to meet the requirements of students' ability to cultivate innovation and entrepreneurship.

The Basic Conception of the "Studio System" Talent Training Mode of Journalism

The Structure of the Studio.

The school or the secondary school through the analysis of the professional training direction, the professional job position of the professional post group, on the basis of establishing the professional core curriculum, and establishing the corresponding professional career position, with teaching, scientific research and projects as the main content, A professional teaching studio based on personal responsibility or project responsibility. On the basis of achieving obvious teaching achievements and social benefits, the professional studios are promoted to the famous teacher studio through the judging, and the famous teacher studio is named after the host.

Project-Oriented Management.

The studio is fully responsible for a responsible person, dividing the students into groups, each with a team leader. Under normal circumstances, the person in charge is requested by a professional teacher, and the college approves the appointment. The team leader is a senior student, and the student applies to enter the studio on a voluntary basis. The studio undertakes the real business, so it should also establish a comprehensive mechanism to adapt to it, such as student joining and exit mechanism, daily management system, project group allocation, performance evaluation, profit distribution, teacher workload, etc. Corresponding standards to ensure the long-term operation of the studio.

The Operation of the Studio.

The construction and operation of the studio requires certain conditions. Professional teachers who need strong practical ability as the responsible person, but also have a well-structured and professional teaching team, in order to integrate and apply the theoretical knowledge and practical skills of students in the studio mode. At the same time, the studio should also absorb some high-level professional experts with professional experience, cooperate with full-time teachers to carry out fresh practical activities, and optimize the structure of the teaching staff.

The Studio Model of Journalism Major Innovation and Entrepreneurship Education Reform Proposals

To Strengthen Efforts to Cooperate with Enterprises, and Expand Social Services Force

In addition to serving the school, the studio must expand the social radiation, undertake various social projects, and cooperate with the enterprise to provide services for it, not only to promote the initiative to join the studio, but also to bring the company's quality human resources and management model into the work. The room can strengthen the links between universities and regions, and thus carry out more social services. In the process of cooperation with the company, the instructor can integrate the results of the students in each link into the teaching, increase the students' self-confidence through the actual project practice again and again, and continuously improve the strength of cooperation with the enterprise.

The Implementation of Industry Experts to Hire a Mentor System.

The essence of the talent training mode is to improve the students' innovative thinking and entrepreneurial ability through the zero distance contact with the enterprise, so as to meet the needs of the market for talents. Therefore, the key to the good operation of the studio is whether there are high-quality teachers. The tutors of the studio are generally held by teachers of higher scientific research and professional competence. Although these teachers have promoted their practical ability and have the advantages of guiding practical projects through enterprises hanging up, advanced study and expedition, they have the advantages of guiding practical projects, but the studio should also absorb some professional experienced professional experts. Carry out fresh practice activities with full-time teachers. For example, working with a strong company in the Regional Economic Development Zone, employing technical experts as tutors for a long time plays an important role in cultivating the concept of modern software development for students.

Curriculum Development Studio Models, and Theories of Teaching to Achieve Docking.

As a platform for student practice, the studio implements project operation and management. Therefore, the curriculum model of the studio model should focus on the development of a modular curriculum system with the project curriculum as the core. For each studio, it should be based on the theoretical supplement of the content of journalism professional classroom teaching, pay attention to the practical application process, embody the integration of skill operation and theoretical knowledge, and form an effective connection with the theoretical teaching system. On the one hand, the studio module course is arranged in the second and third school years. According to the characteristics of different studios and the gradient of students' theoretical knowledge learning, the teaching plan with the project operation as the core is written, and the courseware is produced, and the students are used for on-site teaching. Conduct entrepreneurial simulation training. On the other hand, for the projects undertaken by the studio, students are encouraged to participate, and the students' understanding of the module curriculum is deepened through the alternating training of theory and practice.

Conclusion

For the new colleges and universities, the reform of the studio-based teaching model is a development opportunity, but to fully realize the need for the cooperation between the school and the upper and lower, there is a long way to go. In the context of media integration, the journalism Innovation and Entrepreneurship Studio creates a space for students' innovative thinking and independent ability development, which can greatly improve students' practical ability and make students become a combination of professional knowledge, professional quality and comprehensive ability. Type, application, and innovative entrepreneurial journalism talents lay a solid foundation for employment and entrepreneurship.

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