

Teaching Strategies of Innovative Talents Training in Colleges and Universities Based on AHP

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Abstract: the current situation facing our country every year in recent years, more than 700 college graduates, as local colleges, how to improve college students' thinking ability and innovation, to further enhance the college students' entrepreneurial ability, and enhance the employability and competitiveness, it is urgent to solve the problem. Based on this, based on the analysis of factors of the comprehensive evaluation of university students majoring in economy and management innovation ability influence, to optimize the observation judgment ability, divergent thinking ability of the 10 evaluation index, and use AHP weight of each index in the comprehensive evaluation system was established, to build the comprehensive evaluation of University students majoring in economy and management innovation and entrepreneurship model through, to verify its instances, providing reference and training in order to promote innovation and entrepreneurship education and innovative talents for colleges and universities.

Introduction

For a long time, the function of higher education endowed by the society is mainly to train advanced professionals, and it is a high-level professional education. As the University, has been aware of the current training out of touch with social needs of the status quo, many universities have on talent training mode reform, began to pay attention to the cultivation of international vision, independent thinking ability, social responsibility, innovative talents of culture. As we all know, the traditional evaluation of education is often based on the examination results of students at school as the evaluation criteria, the evaluation form is too single. Although in recent years, with the goal of cultivating talents, some colleges and universities begin to pay attention to the innovation and entrepreneurship education in Colleges and universities in China are also on the students' innovative ability evaluation system for the continuous reform, but there are still problems of single evaluation method and evaluation index system of scientific [1]. University students majoring in economy and management of innovation and Entrepreneurship with basic knowledge of economic and management advantage, how to scientifically evaluate the economics and management majors of college students innovation ability, how to make the system, the method of evaluating the objectivity and operability, and make it to serve the cultivation of innovative thinking and innovative ability of university students, and to achieve the final promotion of College Students' innovation ability has become our current problems.

Characteristics of College Students

The discipline of economics and management is a comprehensive discipline permeated by liberal arts and science. Compared with the students majoring in science and engineering and literature and history, the students majoring in economics and management have some characteristics in terms of thinking mode, learning method and innovative practice:

(1) from the perspective of the way of thinking, students' logical thinking ability is strong, can be in strict accordance with the formula and theorem for reasoning, in order to seek the standard answer; and arts emphasizes the perceptual thinking, often seize the problem after the divergent

thinking [2] theme. The students majoring in economics and management combine the characteristics of both of them. They have both strict logic thinking and divergent extension. Therefore, college students majoring in economics and management will be more careful, thorough, unique views, and have a good potential for innovation and entrepreneurship.

(2) from the point of view of knowledge, the study of economics and management disciplines emphasizes the combination of theory and practice, requiring students to pay attention to the economic trends in real time, apply the theoretical knowledge to practice, and apply knowledge for practice. However, due to the rapid development of society, knowledge update speed is faster, relying on classroom teaching can not meet the needs of students, therefore, the need for economics and management professional students have a strong self-learning ability.

(3) from the perspective of elements of innovation and entrepreneurship, university students majoring in economy and management and can not be like that science students through the experiments and solve problems, it is difficult to come up with real or tangible achievements in scientific research, and therefore tend to neglect the cultivation of entrepreneurial ability of students' Innovation management majors. For the students of economics and management, as long as they are under the guidance of scientific ideas and using scientific theories and methods, they should be applied in the field of Social Sciences, especially in the field of economic management

Innovative Talent Training Teaching Strategy

Teaching reform is a key component in the systematic reform of curriculum reform and even the whole talent training mode. In the process of teaching reform, concept is the precursor and support of action. To achieve the goal of training innovative talents of Finance and economics, we must rely on the correct teaching ideas of teachers. From the current training mode reform of college financial related applied innovative talents in the pilot situation, is still not satisfactory in terms of quality and effectiveness of teaching, some teachers under a lot of effort in teaching, but students still feel harvest little, develop their ability and quality is not satisfactory, the employer also feel the quality of talent training and their own requirements there is a big gap. This shows that the teaching concept of teachers is not suitable for the cultivation of innovative talents of financial application, and it is necessary to find the problems and solve them fundamentally.

Different definitions are given by different researchers on teaching philosophy. Generally speaking, the teaching idea refers to the university teachers in the teaching process, the complex theory and belief about knowledge, teaching and students' intelligence development and so on in the minds of the existence of the concept of the teachers is the organization and implementation of teaching theory in the teaching practice, the teaching is teachers' inner the theory and teaching ideas in the most part of the nature. The application of innovative talents cultivation of the current financial process still has some problems: teachers still take individual communication cramming teaching, classroom teaching occupies most of the teaching time, students passively accept the teacher's teaching content, the lack of active learning and thinking training; teaching and learning are mainly around the specified materials, students often lack the spirit of questioning; teaching evaluation form rigid exam objectives focus on knowledge and understanding of memory, ignoring the application of knowledge and ability to study. The root of all this lies in the fact that teachers still use the traditional teaching idea of cultivating academic talents to guide the teaching action, without forming the correct teaching idea to train the innovative talents of financial application. In order to cultivate innovative talents of Finance and economics, we must set up the teaching idea to promote the development of students' comprehensive quality. Scholars believe that the development of the university has gone through three stages: "divine", "people-oriented" and "industrialization". Corresponding to these three stages, the teaching idea industry of university has experienced the evolution of the idea that rationalism, humanism and positivism have alternated and infiltrated each other between the three. Uphold the principle of rationalism in the teaching idea of God stage of university teaching, its main feature is the training of students' memory, abstract thinking, development emphasizes the students in the form of rational thinking ability, but ignore the students of the physical world and the social reality of the actual observation and experience of exploration

and experimental research. In the humanistic stage, the humanistic university teaching philosophy makes up for the defects of rationalism, begin to pay attention to the formation of students' ideals, beliefs, values and so on, and emphasize the development of students' emotion, will and personality.

In the stage of industrialization development of the University of science and technology, the industrial revolution and great influence on university teaching, the teaching idea of positivism, in addition to the first two training defects students perception of outside culture, also emphasize the development of students' thinking ability and action skills. Emphasize the positivism of teaching philosophy is dependent on the reliability of factual knowledge taught in the teaching process and the pursuit of the theory of objectivity, that true knowledge comes from the perception of the phenomenal world empirical knowledge, any knowledge of the production should be attributed to verifiable experience. These three university teaching concepts emphasize the development of students' different abilities through teaching. Rationalism teaching philosophy emphasizes the cultivation of the form of rational thinking ability, teaching philosophy of humanism is to focus on the development of students' personality, values, and physical and mental health of the real world and understanding ability, the formation of positivism teaching philosophy focuses on students' skills and action thinking ability. Financial application innovative talents, not only need to have a comprehensive and solid foundation theory and professional knowledge foundation, but also have good at theory or related scientific research achievements into solving economic, management and other aspects of practical problems ability. Therefore, university teachers only the integration of rationalism, humanism and positivism teaching idea, conducive to the formation of applied finance innovative talents cultivation teaching idea, and to the formation of effective teaching strategies, to enable students to get more comprehensive development in cognition, emotion, action and personality aspects, so as to realize the goal of training teaching target and talent.

Methods and Countermeasures

Have clear teaching objectives.

The teacher's teaching goal is to enable students to simulate the investment banking business by collecting data from the industry and listed companies, and finally submit a company analysis report and recommend it in class. The purpose is to cultivate the team spirit and leadership ability, the ability to collect data, the ability to collate data and the ability to analyze and solve problems, and to encourage students' creativity.

Fully pay attention to the characteristics of students.

The beginning of the course does not limit the number of applicants, but after a period of time found that many students do not begin to understand their interest and expertise, halfway down, and then the number is too much, affecting the quality of teaching. Therefore, in the later course registration, the selection process was added, the comprehensive ability of students was investigated, and the most suitable students were selected into the training plan. In the process of teaching, always understand and pay attention to students and consider individual differences, guide team cooperation, play the strengths of students in the team, and strive to make every student to achieve the best level of learning, so as to achieve specific teaching objectives and complete specific teaching tasks.

Pay attention to the teaching of methods and learning based on students.

The teaching of analog investment bank teachers is not knowledge inculcation. Teachers begin to teach the learning methods in the course. In the process of team discussion and exchange, teachers also put forward their own suggestions on the methods. The teacher tells the students how to solve the problem and the content, form and how to do it. What kind of knowledge should be used? What kind of analysis report is a good analysis report?. The remaining time is to allow students to learn the economics, finance and other knowledge related to the writing of the analysis report according to the teacher's method, so that students have sufficient learning readiness and learning desire. In determining the topic selection, the analysis of the report data collection and analysis of the

formation of the report, the students team independently, the teacher only to provide students with clues to solve problems and accept the relevant consultation.

Demonstration of target behavior.

Every year the end of the course, teachers seriously critiqued students report work, choose the best published report, and the student work using the network platform to show the students the next level, let the students know that they should then achieve what kind of level and degree at the end of the course. Students understand the learning objectives, in class listening and learning in peacetime and team stage results discussion is targeted, can be limited psychological resources and time for more effective learning.

Give positive guidance and feedback to students.

Classroom is a process of interaction between teachers and students. Teachers consider the time and strategy of effective guidance for students, and give positive response to students' learning. Pay attention to students' feelings. With the development of network information technology, the interaction between teachers and students is not limited to classroom teaching. After school time, the exchange of network and electronic media has greatly improved the efficiency and effectiveness of learning, and actively feedback. Let learners know that their learning results and progress, can achieve better results, the faster the speed of learning. In the process of learning, let students know their own learning results, to improve the effectiveness of learning is very effective. Each report discussion class, the teacher will according to the report and ideas put forward some problems, discussed at the end of each class, the teacher will give a summary and evaluation, although the answer is not given a qualitative problem, but will guide students to open thinking, adjust the direction of exploration, make in-depth thinking.

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