

Research on the Interactive Development of Classified Training of Undergraduate Talents Majored in Economics and Trade and Teaching Team Building

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Abstract: With the popularization of higher education, the individualization and differentiation of the educated put forward objective demands for the mode of classified training of talents in colleges and universities. Therefore, the mode of classified training has become an important subject of current undergraduate education in China. Based on the concept of classified training, on the basis of systematically analyzing the connotation of classified training and exploring the goal of classified training of talents, this paper explores the characteristics, direction and core work of teaching team construction in colleges and universities, clarifies the constraints and safeguards of efficient team building, in order to provide powerful impetus and support for classified training of talents.

1. Introduction

In foreign universities, there is neither uniform objective, process and standard of talent cultivation, nor difference in social status between universities with different orientations and levels, but the common things in the process of running schools are also very significant. Firstly, from the point of view of personnel training objectives, they all emphasize the abilities of initiative learning and problem solving, independent thinking, continuous research and lifelong learning, as well as cooperation, and highlight the cultivation of innovative spirit and innovative ability. Secondly, as far as teaching methods are concerned, they all attach importance to the selection and organization of various learning experiences and sequences, promoting interdisciplinary teaching so as to train students to think critically and comprehensively across disciplines. Thirdly, in terms of application ability training, they all advocate the training mode of combining work with study, attach importance to the connection with enterprises, and pay attention to the cultivation of students' technical application ability. The classified training of undergraduates in China is mainly studied from the following two aspects. Firstly, it explores the training of "985" and "211" and ordinary undergraduate colleges and universities based on different levels. For example, Dang Min (2015) proposed different training modes for different universities to change the existing single training mode of education. Secondly, it puts forward diversified and differentiated training objectives at undergraduate level, and puts forward ideas and suggestions from the aspects of target orientation, training path and system construction. For example, Yang Xiaoxiang (2012) pointed out that "it is necessary to accurately target the training objectives of diverse talents", and at the same time defined the training objectives of talents as "innovative research type, wide-caliber compound type, engineering application type, and innovative and entrepreneurship type".

Generally speaking, at present, the domestic research on the choice of classified training path and the construction of training system needs to be further deepened. The existing discussion on the construction of teaching team also needs to be revised and perfected in practice. In this paper, normative analysis, empirical analysis, field research and expert interviews were used to systematically explain the objectives, connotations and safeguards of undergraduate talent classified

training and clarify the interactive relationship between classified training and teaching team building. Besides, the key and core issues in the construction of teaching team were put forward, which enriches the research results of undergraduate talent classified training and provides experience and reference for the construction of multi-type teaching teams.

2. Innovative Talents Training Mode-Classified Training of Undergraduate Talents

Training mode is an interval concept category under the mode of running a school and above the mode of teaching. As an organic combination of training objectives and related measures, it is one-sided to emphasize either of them separately. Classified training is not a complete abandonment of the original training mode, but an innovation, a development and a transformation based on the absorption or inclusion of the original mode. As the unity of inheritance and innovation, it highlights students' independent status and personalized, independent demand characteristics, and enhances students' employment ability, market competitiveness and sustainable development ability.

The training mode of international trade undergraduates mainly involves the proposition of "what kind of person to train" and "how to train". After the basic course education and professional education, the undergraduates majoring in international trade are categorized and trained according to the four training objectives of practical, academic, cross-disciplinary and innovative entrepreneurship talents on the basis of the market demand and professional development needs, and their career choice tendency and personal abilities. The essential connotation of classified training includes the following aspects:

2.1. Oriented by Career Development and Social Needs

The connotation of classified training of professional talents lies in establishing market demand orientation, subdividing and integrating all kinds of social needs, respecting the diversified needs of professional development, industry development and emerging posts for talents, and respecting students' autonomous and differentiated choices. Market-oriented education is the inherent attribute and value orientation of higher education. Whether the educated can adapt to the society and get a higher social evaluation is the ultimate criterion to measure the success or failure of personnel training. Classified training is directly oriented to the social needs and promotes the social adaptability and competitiveness of the educatees. It is the premise for the popularization of higher education and the rational choice for the popularization of education from scale expansion to quality improvement.

2.2. Focusing on Employment Ability Training

Employability refers to the ability of the educated to obtain and compete for jobs. It is essentially an employment competitiveness, covering four levels of job-hunting ability, basic vocational ability, vocational adaptability and sustainable development ability. It represents the social awareness of universities and their majors, is an important yardstick to measure the level of professional development, and is also a decisive factor for the survival and development of universities. As a result, employability training has become the core content of university education and professional development, to which classified training mode is an effective way. From the establishment of training objectives to the construction of training system to the operation of training plan, every link of classified training is centered on the promotion of employability.

2.3. The realistic task of training diversified and multi-standard talents

Higher education can be regarded as a product supplier in the process of producing products, whose demand comes from three subjects - learners, society and disciplines, and meeting the needs of these three parties is a realistic task for undergraduate talent training. For learners, based on the differences of interest, career preference, social cognition and career expectation, the demand will inevitably show diversified characteristics. For the society, with the adjustment of industrial structure and the change of job demand, various fields of society are bound to put forward

multi-category and multi-level requirements for undergraduate talents. For disciplines, it is mainly summarized as theoretical research, applied research needs and educational talent needs. Implementing classified training and coordinating and integrating the diversified needs of the three parties are the realistic tasks of undergraduate education in colleges and universities.

3. Target and Direction of Teaching Team Construction

3.1 The Goal of Team Building

The goal is to build an undergraduate teaching team with distinctive characteristics, clear tasks, cross-disciplinary, industry-university combination and demonstration.

Taking advantage of the opportunity of classified management of college teachers, based on the guiding ideology of classification training, through policy guidance and institutional incentives, the formation of teaching team consisting of double-qualified teachers, research-oriented teaching team and entrepreneurial tutor team is accelerated to continuously strengthen the construction of professional teaching staff. Team members should be composed of teachers who are interdisciplinary, full-time and part-time, integrated with production and learning, dominated by teachers in this major, supplemented by teachers in related majors, engineering or social sciences and psychology. In addition, the introduction of industry managers and operators to guide the teaching reform activities in order to achieve the integration of production and learning in teaching practice is conducive to strengthening the close integration of students' theoretical learning and practical ability. Moreover, the construction of flexible teaching management system, the assessment of teachers' classified management, how to deepen the cooperation between schools and enterprises, and how to improve the practical ability of teachers are the most important and difficult points in the implementation of the project, aiming at realizing the interactive development of teachers' team construction and students' learning.

3.2 Team Building Directions

Team building can be divided into three directions: double-qualified teaching team, research-oriented teaching team and innovative entrepreneurship mentor team.

3.2.1 Double-qualified Teaching Team

Teachers should have received training or have work experience in relevant industries with solid theoretical basis and rich teaching experience. Dual-qualified teachers mainly solve the problem of "how to do", and play the role of preaching, teaching and disabusing. In order to cultivate students' professional awareness and practical ability, they design curriculum content according to actual production process and process, and instead of pursuing the profundity of professional theory, they seek to achieve knowledge dissemination, technology transmission and experience transmission.

3.2.2 Research-oriented Teaching Team

For research-oriented teaching teams, teachers are required not only to have solid and profound theoretical literacy, but also to have innovative thinking and scientific research ability. In teaching, they should emphasize the integrity of the knowledge system and organize and implement the teaching content with the inherent logic of subject knowledge. Moreover, they should not only confine themselves to the transfer of knowledge, but also pay more attention to the cultivation of students' innovative thinking and scientific research consciousness. They should act as designers, organizers and guides of teaching activities, encourage students to participate in academic seminars and research projects, so that they can master basic scientific research methods, and have the habit of independent thinking and the spirit of questioning and criticizing.

3.2.3 Innovation and Entrepreneurship Mentor Team

Members are mainly composed of full-time teachers, professional teachers, psychological consultants and elites in the industry. They highlight the combination of full-time and part-time work, the combination of managers and professional teachers, and complete the guidance work in a

face-to-face and intimate manner. The team building of entrepreneurship mentors is of great significance, but it faces four obstacles: insufficient resources, insufficient motivation, insufficient experience and lack of institutional mechanisms. It is urgent to explore and properly solve such problems as strengthening the training, selection and introduction of entrepreneurial instructors, raising fund for entrepreneurial activities and choosing venues, and incorporating guidance performance into job evaluation and employment.

4. The Prerequisite and Guarantee of Teaching Team Construction-Innovation of Performance Appraisal and Management System

Institutional factors are the key to teaching and learning activities in colleges and universities, as well as an important guarantee for the realization of teaching objectives. To do a good job in classified training mode of students, flexible teaching management system, diversified teaching quality evaluation system and classified management system of teachers should be matched.

4.1 Flexible Teaching Management System

In flexible management, emphasis is laid on students' self-learning, self-development and self-improvement, which coincides with the design concept of classified personnel training. 1) Paralleled class system and learning team system. Class system is a more traditional education management mode, which has its space and advantages, but it cannot meet the specific requirements of classified training. The learning team can be positioned as a learning organization with guidance by teachers and free participation of students. Under the background of classified training, we should advocate team learning and knowledge sharing, strengthen team building and management, classroom teaching, practical teaching and graduation design (thesis), and strengthen the comprehensive evaluation of team members' cooperation ability. 2) Deepening the reform of credit system. Implementing flexible education system, work-study alternation and mutual credit recognition by universities are the key objectives of deepening the reform of credit system. Perfecting the teaching management mode suitable for credit system and realizing the linkage of credit system, tutor system and learning team building are the feasible ways to realize the reform task. 3) Undergraduate tutorial system. The tutorial system for undergraduates is indispensable for the development of students' autonomy and individuality, implemented in a variety of ways, such as "one-to-one", "one-to-many", "many-to-one", "team-to-team", and run through the whole process from enrollment to employment, with functions of tutors mainly focusing on ideological guidance, curriculum guidance, life guidance and talent guidance. 4) The dual-track system of professional course teaching. Dual-track teaching means that in the course group of "professional core and major professional courses", classes are held in parallel according to "application direction" and "research direction", taught by two groups of teachers respectively and selected by students freely, where learning teams are taken as the teaching objects to realize "learning different contents in the same class" and "learning the same content in different classes". The purpose and pertinence of the dual-track teaching are stronger, and it can better meet the needs of students' differentiated development, so as to facilitate the implementation of the target requirements of classified training.

4.2 Diversified Quality Monitoring and Evaluation System

Diversified quality evaluation is embodied by the diversification of evaluation subjects, evaluation criteria and evaluation methods. The diversification of evaluation subjects refers to the evaluation of curriculum learning effect and professional training quality by professional teachers, students, parents and employers. Establishing compatible and diversified quality evaluation criteria of application-oriented, research-oriented, compound-oriented and innovative-entrepreneurship-oriented can reflect the requirements of multi-type training objectives. The diversification of evaluation methods and means can be realized by combining process evaluation with centralized evaluation, individual evaluation with team evaluation, and "written examination with oral examination" to encourage independent thinking and make the examination a continuous learning process.

4.3 Classified Management and Assessment System of Members

Classified management of teachers is an unavoidable problem in the process of classified training of talents, which has been gradually carried out in colleges and universities all over the country. The trichotomy method (teaching-oriented, teaching-scientific research-oriented, scientific research-oriented), the quartering method (teaching-oriented, teaching-scientific research-oriented, scientific research-teaching-oriented, scientific research-oriented) or other classification methods are all feasible, but they must be in line with the objective reality of schools, specialties and students, so as to achieve the goal of talent classification and training as the central task.

5. Conclusion

Classified training system is a comprehensive system consisting of the educated, teaching team, teaching system and system factors, which promote and depend on each other, characterized by integrity, orderliness and dynamic development. The construction of teaching team, including the educational background structure, professional title structure, work objectives, assessment and incentive system of team members, is an important basis for the survival of the talent classification and training system. Without the construction of teaching team, the goal of classified training can only be superficial. Without the support of multi-type teaching team, the characteristics of talent training can hardly be embodied. While determining the goal of talent classified training, it is necessary to improve the teaching team and optimize the structure, and finally achieve a good interaction between talent training and teaching team building.

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