

# The Comparative Study on the Training Modes of International High-Skilled Talents

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**Abstract:** In today's world, the knowledge economy is on the rise, human capital is playing an increasingly important role in the process of economic development, and the cultivation of island skilled talents has also become the focus of attention of countries around the world. As a developing country known as a large manufacturing country, in the critical period of promoting the optimization and upgrading of the economic structure, to achieve the transformation from “manufacturing power” to “manufacturing power”, “made in China” to “intelligent manufacturing in China” Higher requirements. However, the cultivation of highly skilled personnel cannot be achieved overnight, nor can it be accomplished through unilateral efforts. At present, under the characteristics that China's skilled personnel training is not systematic, non-scale, and relatively decentralized, how to mobilize the enthusiasm of all parties to participate, coordinate the interests of all parties, and build a practical social training mechanism system for highly skilled talents the key of.

## 1. Introduction

As we all known, the focus of international competition is economic and technological competition, and talents are the key factors for international competitiveness. Whoever has high-quality talents will have the initiative to develop the economy in the future. As the backbone of economic development, high-skilled talents have become the focus of domestic and foreign scholars' exploration of their cultivation and development rules. In view of the existing research literature's single research perspective, one-sided research content, and outdated research methods, this article through field research and interviews to understand the attitudes and interest demands of each training subject for the cultivation of high-skilled talents, from the policy, interest mechanism We have further analyzed and discussed in depth, and tried to develop a socialized and systematic mechanism for the cultivation of high-skilled talents, so as to achieve a theoretical research perspective. In addition, the analysis of this issue from the aspects of history, policy, subject's interests, etc., can also 1 + 1 > 1 to better clarify and grasp the development law of higher vocational education talent training, for high vocational colleges, enterprises, government in talent training Provide effective and targeted advice.

## 2. The Practical Significance of Training Highly Skilled Personnel

Studying the cultivation of high-skilled talents has important practical significance for scientifically understanding the connotation of talents, improving the cultivation of high-skilled talents, and improving the training system for high-skilled talents. First of all, the research on high-skilled talents helps to enhance the scientific awareness of the connotation of talents. Only by scientifically understanding the connotation of talents can we ensure the scientificity and effectiveness of the training, selection and evaluation of talents, and Diao Yi can cultivate more and better talents for the society. Establishing a scientific view of talents is conducive to strengthening the equality, openness and comprehensiveness of talents, and is conducive to improving the social status and attention of highly skilled talents. Secondly, the research on high-skilled talents will help reform the vocational education system. As an important part of the national education system, vocational education is responsible for cultivating all kinds of technical talents needed in various

fields for society. Perfecting the training objectives and training methods of vocational education is conducive to providing more high-skilled and high-quality talents to the society and playing a positive role in promoting the development of the social economy. Thirdly, the research on high-skilled talents can help enhance the enthusiasm of enterprises to train high-skilled talents. The cultivation of highly skilled personnel is a continuous and long-term process. Not only the input of higher vocational colleges, government, families and individuals, but also the active participation of enterprises. Continuously improving the skill level and accepting training throughout the career is conducive to the stable improvement of the quality of high-skilled talents. Finally, it helps to promote and broaden the employment options of workers. The traditional thinking in our country has the problem of emphasizing education rather than practice. In the choice of post-secondary education, qualified and capable students basically choose basic universities, and few people choose higher vocational colleges that can learn certain operational skills. However, in the current job market, many undergraduates and even masters and doctoral students have difficulties in finding employment. For a considerable number of college students, graduation equals unemployment. This increase in the rate of college students' unemployment largely explains the relative surplus of theoretical talents. In the current job market, many vocational school graduates seem to be favored more than college graduates. Especially in the industries of CNC operation, abrasive manufacturing, aerospace and modern logistics, the shortage of skilled talents is increasing day by day. Therefore, combining the employment situation and social development, studying the supply and demand of high-skilled talents will help to broaden the direction of employment choices for workers, and will help to expand the ranks of highly skilled talents.

### **3. Comparison of Foreign High-Skilled Talent Training Models**

The dual system of vocational education is a typical practice of German high-skilled personnel training. The dual-education model refers to an education model in which students receive theoretical courses at school while receiving practical skills training as an apprentice in an enterprise. Under this training model, enterprises are the mainstay, and enterprises and schools divide their work and cooperate with each other to perform their duties. Schools carry out theoretical education and enterprises carry out practical education. Germany's dual system training model is a model commonly used by all countries in the world, and has always received a lot of attention. It provides talent and intellectual support for the development of German industry and is an important guarantee for German industry. It is an important weapon for the German industrial economy to take off. Drawing on the German dual-system training model has far-reaching significance for the cultivation of high-skilled talents in China. Apprenticeship is a form of education with a long history in Britain. Since it was adopted in the 12th century, it has undergone tremendous historical changes. Before formal education was born, it was the most common and direct way for people to acquire knowledge and skills, and it has maintained a long period of time in history. Later, with the rise of the Industrial Revolution, the traditional apprenticeship could not adapt to the historical trend, and temporarily withdrew from the stage. However, in the new century, economic globalization has brought about fierce international competition. The United Kingdom has developed a modern apprenticeship based on the traditional apprenticeship and combined with the characteristics of modern vocational education to adapt to the broader market and more intense competition. In medieval England, the handicraft industry was developed, and the guild system was established. It is more and more necessary for the training of skills and the study of skills. The apprenticeship system came into being. Since then, with the development of the Industrial Revolution and the transformation of the British industrial system, the apprenticeship has also experienced a rise and decline. At the beginning of the last century, Britain began to re-emphasize vocational education to improve the skill level of young people, in order to change the trend of declining national strength, and introduced a series of measures, and the development of modern apprentices as the goal of education reform, Modern apprentices in Britain appeared in line with this historical development trend.

The role of Japan's vocational and technical education system in Japan's economic development

cannot be ignored. The rapid development of Japan's economy after the war shows that a country's economic development is inseparable from vocational education. Therefore, it is of far-reaching significance to discuss Japanese vocational education for the development of China's vocational education. The mid-1950s was a watershed in Japan after the Second World War. Great changes have taken place in Japan's politics, economy, military, culture and education. In the early 1950s, the US policy towards Japan changed, increased trade funds for Japan, provided material assistance, and relaxed economic constraints on Japan, which became a turning point for Japan's economic recovery. In the late 1950s, the trend of technological innovation started in the world, and Japan also began the era of technological innovation under this situation. In order to achieve the rapid development of the Japanese economy, Japan has vigorously carried out scientific and technological development efforts, introduced advanced technology and advanced equipment, and promoted Industrial integration and large-scale development. The ability to develop and apply science and technology depends largely on the popularity and quality of education. In order to ensure sustained and stable economic and technological growth, the Japanese government proposed to revitalize technical education to adapt to future technological development. Specialized schools, various schools, junior colleges, and higher vocational schools constitute the basic education model in the Japanese school system, and play an active role in promoting the development of Japanese industry and economy.

The United States is the most economically and technologically advanced country in the world today, and the vocational education system associated with it is relatively advanced. Since its establishment, the vocational education system in the United States has undergone nearly a hundred years of development, and it belongs to the forefront of the world in terms of scale, level, quality, and efficiency. Drawing on the reasons and characteristics of the high-quality and efficient development of American vocational education can help promote the sustainable development of China's vocational education and provide favorable support for China's economic and social development. The time model of American vocational education mainly includes cooperative education, youth apprenticeship, and technical preparation plan. The cooperative education model in the United States originated at the beginning of the last century. Cooperative education is a contract signed by schools and enterprises to jointly develop students' work-study plans. On the one hand, students are studying general knowledge, academic knowledge, and various teaching units closely related to students' professions at school. On the other hand, it is to study at work, in order to help students to be competent in the occupation they will be engaged in in the future and use it to develop their professional ability. Learning and labor alternate. Students can choose half-day labor and half-day study, or other types of forms. According to their own conditions and the ability of students, enterprises provide labor positions for students, and on this basis, they can pay certain remuneration. The school should also supervise and guide enterprises and students. Schools and enterprises cooperate effectively to complete education for students. The smooth implementation and development of cooperative education has benefited students and enterprises. Through the efforts and promotion of the American vocational education community, cooperative education has developed smoothly. Both schools and enterprises feel the advantages of on-site teaching. Students not only get the opportunity to practice, but also lay the foundation for their future careers. In a deeper sense, cooperative education has attracted the funds of color or gray and enterprises and received more financial support for cooperative education. At the same time, it has deepened the vocational education reform in the United States to a large extent. The youth apprenticeship in the United States is a model that has emerged in recent years and originated in Germany, Switzerland, Denmark and other countries. The young apprenticeship is currently one of the most promising vocational education models and is gaining increasing attention. Under the young apprenticeship model, students are arranged to work in enterprises and complete relevant vocational courses under the guidance of the college. This model is a cooperative education model combined by schools and enterprises, the purpose is to provide work-based learning. The characteristics of the young apprenticeship can be summarized as providing paid work for the enterprise; combining academic learning with vocational learning; coordination between the school and the workplace; convergence

between high school and post-secondary learning; general academic or professional grade certificates. The apprenticeship model for young people introduced qualification certificates, increased capital investment, evaluation and summary, and was generally welcomed by students, enterprises and schools. Attracted the participation of large number of students. Through the youth apprenticeship training, students' employability has been enhanced. The model of youth apprenticeship can also develop the learning abilities of all the people of the United States and maintain the United States' dominance in the international arena of international governance and energy conservation.

#### **4. Conclusion**

The demand for talents has also increased with the development of the social economy. The most prominent performance is the linear increase in the demand for highly skilled talents. In contrast, the talent gap in foreign developed countries is much smaller than that in China. The reason is that the number of highly skilled talents is inseparable from its training model. This article starts with the analysis of the training model of high-skilled talents at home and abroad, and then finds out the advantages of training high-skilled talents abroad and the shortcomings of the cultivation of high-skilled talents in China. Provide highly qualified talents who meet the needs of the market to provide advice.

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