

Research on the Training Model of Applied Talents of Economics and Management Specialty in Colleges and Universities

Ting Mo

Dean's office, Chengdu Normal University, Chengdu, 611130, China

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Abstract: With the rapid development of the national economy and the transformation and upgrading of enterprises, there is an increasing demand for economic management professionals and a higher demand for the comprehensive quality of talents. There are some problems in the training mode of economic and management professionals, such as unclear training objectives, lack of focus on curriculum content and inadequate cultivation of innovative ability. Combining the characteristics of economic management specialty and market demand, this paper puts forward a variety of talent training modes, including the mode of school-enterprise integration, the mode of work-study alternation, the teaching mode of stage subdivision and the mode of circular implementation.

1. Introduction

In every university, the training of talents has always been the most popular topic. Whether it is the national educational administration or the major universities, people are exploring the training mode of talents. So, what is the talent training mode in the end? Generally speaking, it is believed that the talent training mode is a kind of educational means adopted to train students into certain types of professionals in accordance with certain educational ideas and policies. Such means can include various modes, such as imparting basic knowledge, requiring participation in social practice activities, arranging experimental courses, conducting special lectures and so on. In short, there is only one purpose: to train college students into practical talents with solid foundation, broad knowledge, strong application ability and innovative spirit.

Today's social employment market needs more complex talents with comprehensive quality. For example, the compound talents of accounting and management, and the compound talents of science and engineering and law. Because of their dual professional knowledge, such talents can have multiple perspectives in thinking and give more comprehensive solutions. The personnel training of students majoring in economic management should also be carried out in accordance with this kind of compound personnel training mode. China is in the period of industrial transformation and innovation development. In the process of promoting industrial restructuring and upgrading, the demand for economic management talents is more obvious. Therefore, it is of great social significance to study how to train applied talents in economic management.

2. Problems Existing in Talents Training Model

The specialty of economic management has been established for a long time in Colleges and universities. People have made many explorations on how to train high-quality talents of this specialty. However, with the rapid development of the times, the current personnel training mode has not been satisfactory, there are mainly the following problems.

2.1 The goal of talent training is not clear

Although the courses of economics and management major mainly involve the courses of economics and management, because economics or management is a huge professional system, if the specific courses arranged are not closely related to the training of talents, it will cause the dislocation of the direction of talent training. Since the beginning of the twentieth century, the

orientation of economic and management professionals in small and medium-sized enterprises has been increasingly close to high-quality. They hope that the recruited economic and management talents have certain comprehensive disciplinary abilities. They need not only professional management skills, but also economic thinking. They need to understand not only the law of market economy, but also the basic knowledge of relevant laws and regulations. We have interviewed an enterprise employee who majored in business administration and asked him why he should study law comprehensively. The employee explained that it was because of business requirements. That is to say, as long as they are not the lowest level of enterprise personnel, their requirements are complex. However, most colleges and universities are not particularly clear about the goal of students' training, or they do not recognize the current needs of enterprises for talents. This is directly reflected in the fact that some colleges and universities only focus on learning unilateral professional knowledge while positioning the training objectives of students, and there is no corresponding compound teaching. Under the circumstance that the orientation of training students in Colleges and universities is not clear, there is a deviation between the skills that graduates master and the orientation needs of the society for talents.

2.2 The focus of curriculum content is not prominent

According to the survey, when most colleges and universities arrange the teaching courses for students majoring in economic management, the emphasis of the courses is not prominent. Among many compulsory courses, economic management courses are few, while some public courses are not related to professional knowledge, such as ideological and political courses, Marxist courses and English courses. Although these courses are also very important, the number of them is too large to occupy students' professional knowledge. In addition, the biggest problem is that there are too many theoretical courses and too few practical courses. In fact, the specialty of economic management is a specialty with special emphasis on practice. In many enterprises, such professionals often hold middle-level or even high-level positions. They have the basic management decision-making power of enterprises and the life and death of enterprises. It can be said that the demand for practical courses is far greater than that for theoretical courses. In this case, the unreasonable arrangement of theoretical and practical courses exposed. Students learn a lot of theoretical knowledge in the classroom, but in fact, after taking office, they find that not much can be applied in practice, and the curriculum content lags behind the reality of economic development. In addition, the curriculum of some colleges and universities has the problem of weak relevance. There is no correlation between those courses, but simply piled up, unable to form a whole. Therefore, after learning a course, students can not form mutual help with other courses in order to enable students to deepen their understanding of the courses they have learned.

2.3 Insufficient Training of Innovative Ability

Students majoring in economic management also need to have the spirit of innovation, but in the current teaching of colleges and universities, the teaching of innovative guidance is inadequate, and students' training ability can not be well trained. In the current teaching, most of them stay in the traditional classroom education. Although the classroom teaching mode is constantly developing, there are still some problems of lack of innovation. In the present teaching mode, teachers are the main ones, and then students are the ones to study. Such a way can not effectively stimulate students' innovative ability. Because students are in the dominant position, but not in the dominant position, students' learning initiative can not be stimulated, and for a long time, students' innovative spirit can not be cultivated.

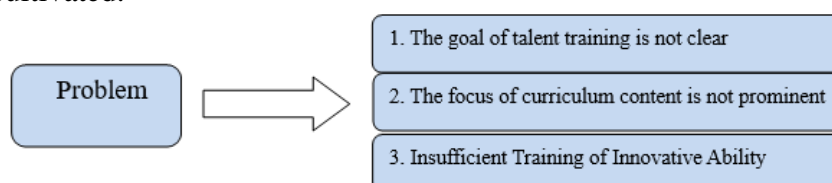


Fig.1. Problems in the Training Model

3. Exploration on the Training Model of Applied Talents in Economics and Management Specialty

3.1 Combination of School and Enterprise to Clarify Teaching Objectives

Through the combination of school and enterprise, and through the real feedback of enterprises, we can constantly clarify the orientation and demand of social market for students of economic management. The first step is to formulate a teaching training plan and complete the formulation of a preliminary talent training plan. At this stage, we can investigate the market demand for students majoring in economic management through many ways, initially define the orientation of personnel training, and formulate preliminary personnel training programs and clear training objectives. In this way, the process of setting goals is the alternation of theory and practice, which can help to formulate detailed in-school teaching plans and plans to go to enterprise practice. The second step is to further clarify the teaching purpose through the implementation stage of personnel training. At this stage, the curriculum arrangement should be readjusted according to the preliminary curriculum system and the needs of the actual working process of the enterprise. The third step is the examination stage, which is the preliminary examination stage of the quality of personnel training. After the preliminary curriculum system and teaching objectives have been initially trained, the students of economic management have already possessed certain professional abilities. However, whether their capabilities have met the requirements has not yet been determined, so it needs to be checked and tested in a variety of ways. For example, students can be asked to self-evaluate, or feedback the teaching results through schools and cooperative enterprises. In addition, graduates can also be tracked to investigate the quality of employment of students. The fourth step is to summarize the period of perfection of talent training objectives. After testing in the previous stages, we can analyze the existing problems in the process of talent cultivation, dig out the reasons in depth, and put forward the improvement measures of talent cultivation program, teaching methods and teaching management. In this way, we have successfully summed up the experience of personnel training, and solidified the standards of personnel training. The ultimate goal of talent cultivation is very clear when the ultimate standards of talent cultivation are obtained through the combination of school and enterprise.

3.2 Training Model of Alternating Work and Learning

Whether it is knowledge accumulation or skill mastery, students need to constantly consolidate and practice, as well as the acquisition of economic management skills. Therefore, colleges and universities should deepen their cooperation with enterprises, constantly introduce various forms of practical teaching content, move classroom into enterprises, and implement the training mode of alternating work and study. In this way, students can experience many times of knowledge validation and practice guidance of "school-enterprise", so as to truly understand the characteristics of economic management industry and post. In the future, it will be better integrated into the employment units and adapt to the employment posts. Such a work-study alternation training mode can effectively remedy the shortcomings of existing theoretical teaching more than practical teaching, so that students of economic management can more profoundly understand the meaning of theoretical knowledge learned through social practice activities. The implementation of this method can adopt the flexible teaching method, that is, to accommodate the practical arrangements of enterprises, and to arrange students to enter enterprises for in-depth study under the circumstances that enterprises can take into account. Such a flexible alternating training mode of engineering and learning plays an important role in training professional application-oriented talents and is one of the important ways to integrate theory with practice.

3.3 A Teaching Model with Stage Segmentation

Economic management courses cover a wide range of contents. If we do not adopt stage-specific teaching, it will be difficult for students to clearly distinguish what is the content of key courses. Then, the course can be refined to the content of practical training through the way of refinement stage. In this way, we can gradually subdivide the "double cycle" of the first two stages of theory

and practice. For example, theoretical learning can be divided into "basic literacy, career foundation, career core, career expansion" and other stages of knowledge learning. Vocational core curriculum can be divided into "business management, overall optimization" and other stages. The practical training course can be divided into several stages, such as "enterprise cognition, post recognition, in-school production training, enterprise rotation, enterprise post" and so on. When we deliberately subdivide the economic management courses with a wide range of learning, we will be able to achieve a certain targeted effect in teaching, which is conducive to the achievement of curriculum objectives and the implementation of personnel training plans. In the process of subdividing and optimizing each learning stage, we should precisely subdivide the cultivating subject and environment of "school-enterprise" according to the characteristics of economic management specialty and the actual situation of cooperative enterprises.

3.4 Cyclically Implementing Each Teaching Model

This teaching mode emphasizes continuous "circulation". That is to say, the three teaching modes mentioned above, i.e. the combination of school and enterprise, the alternating training mode of work and study, and the teaching mode of staged subdivision, should be recycled again. Every work-study alternation and every stage of implementation is a cycle, these stages of the small cycle to ensure a large cycle of economic and management personnel training. The beginning of each cycle is the optimization of the previous cycle, and the end of each cycle is the beginning of the next cycle. In this way, the personnel training mode will be continuously optimized, and the quality of economic and management personnel training will be further guaranteed.

Table.1. Exploration on the Improvement of Talent Training Model

Ways of improvement	Mode exploration
Mode one	Combination of School and Enterprise to Clarify Teaching Objectives
Mode two	Training Model of Alternating Work and Learning
Mode three	A Teaching Model with Stage Segmentation
Mode four	Cyclically Implementing Each Teaching Model

4. Conclusion

With the development of the national economy and the transformation and upgrading of enterprises, the social demand for economic management professionals is increasing, and the demand for the comprehensive quality of talents is also increasing. From the perspective of practical problems, this paper first analyses the practical problems in the training mode of economic management professionals, and then puts forward the innovation of various training modes from the perspective of integrating the characteristics of economic management professionals and market demand. Of course, these modes are not fixed. All of them should be closely combined with the development and changes of the times, with the needs of the times, theory and practice, and constantly adjust and create a more suitable new mode of training applied talents in economic management.

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