Academic Education Publishing House

Higher Education and Practice Vol. 1 No. 9, 2024

Research and Practice of Talent Training Mode Based on Employment Orientation

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Abstract: With the adjustment of economic structure and the rapid development of science and technology, the demand of enterprises for college graduates has changed significantly, and the traditional single skills and basic knowledge are no longer enough to meet the diversified needs of modern enterprises. Enterprises not only require graduates to have solid professional knowledge and technical ability, and can quickly adapt to and use new technologies, but also pay more attention to practical operation ability, problem-solving ability, cross-department and cross-cultural communication and teamwork ability. In addition, professional quality, responsibility, innovation ability and flexibility have also become an important factor in enterprise recruitment. The talent training mode of colleges and universities needs to keep pace with The Times. Through the reform of curriculum system and school-enterprise cooperation, students innovative thinking, practical ability and comprehensive quality should be enhanced to ensure that graduates have the competitiveness to cope with the complex workplace environment.

Keywords: Employment Orientation; Talent Training; School-Enterprise Cooperation; Professional Ability; Practical Operation; Innovation Ability

1. Introduction

1.1 Research Background and Importance

With the rapid development of the global economy and the rapid progress of science and technology, the structure of the social demand for talents has changed significantly. The job market requires increasingly diversification and specialization in the ability of college graduates, and the traditional higher education training mode is facing severe challenges. In this context, the talent training mode of colleges and universities must shift from academic to more employment orientation, so as to better adapt to the needs of enterprises and society for application-oriented and compound talents [1].

The employment-oriented talent training mode aims to enhance students vocational skills and employment competitiveness by strengthening curriculum design, practical teaching and school-enterprise cooperation. This mode is not only in line with the national policy guidance of promoting "integration of industry and education" and "school-enterprise cooperation", but also in line with the urgent needs of current enterprises for highly skilled talents.

1.2 Overview of the Study Objectives and Questions

The purpose of this study is to discuss how to build a talent training model more in line with the needs of the job market by optimizing the curriculum system, strengthening practical teaching links and deepening school-enterprise cooperation. Specifically, this paper will focus on the analysis of the shortcomings in employment-oriented talent training in colleges and universities, and put forward corresponding improvement strategies. The research is mainly focused on the following issues:

(1) How to reposition the goal of talent training and make it closely combined with the employment demand?

(2) How to design the curriculum system so that students can master more practical vocational skills during school?

(3) How to improve students practical ability and shorten their distance from the job market through industry-university cooperation and practical teaching?

2. Theoretical Basis

Employment-oriented talent training mode [2] refers to the cultivation of applied and

compound talents that meet the needs of society and enterprises by optimizing the curriculum system, strengthening practical teaching and deepening school-enterprise cooperation in the process of talent training, taking improving students employability as the core goal. This model emphasizes the combination of theory and practice, pays attention to the improvement of students practical ability and professional quality, and aims to shorten students transition time from school to employment and enhance their employment competitiveness.

(1) Employment-oriented curriculum: In curriculum, we not only pay attention to the breadth and depth of subject knowledge, but also emphasize practicality and career orientation. The content of the course should be in line with the development trend of the industry, and students should be trained to master the skills and knowledge related to their jobs.

(2) Pay attention to the cultivation of practical ability: the employment-oriented talent training mode pays attention to the design of practical teaching links. Enhance students hands-on ability and problem-solving ability through practice, experiment and project-based teaching. Practical teaching is not only the application of knowledge, but also an important way to cultivate students comprehensive quality and innovative thinking.

(3) Deepening school-enterprise cooperation: School-enterprise cooperation is an important part of employment-oriented talent training mode. Through school-enterprise cooperation, schools can timely grasp the changes in the demand of enterprises and markets for talents and adjust the talent training program. At the same time, the practical opportunities and training environment provided by enterprises can help students better understand the needs of the industry and job requirements, and lay a solid foundation for their future employment.

2.1 Current Status of Foreign Research

Foreign colleges and universities started early in the employment-oriented talent training mode, especially the vocational education and applied undergraduate education systems in European and American countries, which have already formed a relatively complete employment-oriented training system. For example, Germanys "dual system" education model [3] is recognized as a successful example in the world. It combines corporate training with school education, so that students can gain practical experience in enterprises during their studies. Community colleges and vocational and technical colleges in the United States pay more attention to vocational education, and help students have strong employment competitiveness when they graduate through close school-enterprise cooperation and flexible curriculum design.

In addition, some colleges and universities in developed countries have turned scientific research achievements into practical applications through the combination of Industry-University-Research, which has promoted the development of employment-oriented talent training mode. For example, the "Cooperative Education" model in the United States [4] helps students accumulate work experience while in school and improve their employability by involving them in practical work projects.

2.2 Domestic Research Status

With the expansion of higher education scale and employment pressure, Chinese colleges and universities gradually realize that the traditional talent training mode can no longer meet the changing needs of the job market. In recent years, by strengthening school-enterprise cooperation, colleges and universities have set up off-campus training bases and "order classes" or "enterprise title classes" to provide students with more practical opportunities and shorten their transition time from school to workplace. At the same time, the curriculum system is also being optimized. Some colleges and universities have offered courses related to emerging industries such as big data, artificial intelligence and e-commerce according to enterprise feedback to improve students professional adaptability, and professional literacy education has gradually been incorporated into the curriculum system. However, the current employment-oriented model still faces challenges. First of all, the depth and breadth of school-enterprise cooperation are insufficient, and deep integration has not yet been achieved. Secondly, practical teaching resources, especially in colleges and universities in non-first-tier cities, are relatively scarce, and practical training opportunities are limited. Finally, the speed of curriculum reform needs to be accelerated to better adapt to the rapidly changing needs of the job market.

3. Current Situation Analysis

3.1 Challenges of Current Talent Training Mode in Colleges and Universities

With the adjustment of economic structure and the development of science and technology, the requirements of enterprises for graduates are more diversified. First of all, professional knowledge and technical ability are required to be improved, especially in technology-intensive industries. Graduates need to have the ability to solve practical problems and quickly adapt to new technologies. Secondly, the ability to practice and solve problems is highly valued, and enterprises tend to graduates with practical experience. In addition, communication and teamwork skills and cross-cultural communication skills have become the key, and professionalism and sense of responsibility have also become important considerations in recruitment. Finally, with the change of technology, innovation and adaptability have become the new requirements of enterprises for graduates, and colleges and universities should strengthen the cultivation of students innovative thinking and comprehensive ability [5] to meet the market demand.

3.2 Skills Requirements of Enterprises for Graduates

With the adjustment of economic structure and the development of science and technology, the demand of enterprises for graduates has changed significantly, and the traditional single skills and basic knowledge can no longer meet the diversified requirements of modern enterprises. First of all, enterprises put forward higher requirements for graduates professional knowledge and technical ability, especially in technology-intensive industries such as information technology, engineering manufacturing and biotechnology. Graduates are required to not only have solid knowledge, but also be able to flexibly use this knowledge to solve practical problems, and have the ability to quickly learn and adapt to new technologies. Secondly, enterprises pay more attention to graduates practical operation and problem-solving ability, and tend to those talents who have practical experience and can cope with complex environmental challenges. At the same time, communication and teamwork ability, especially cross-departmental and cross-cultural communication ability in the context of globalization, has become an important standard to measure graduates soft skills. Professionalism and sense of responsibility are also important considerations when enterprises recruit. Graduates need to have a sense of responsibility, professional ethics and the ability to bear pressure and challenges. These "soft qualities" often determine their long-term development in the workplace. In addition, with the rapid change of technology and the increasing requirements of enterprises for innovation ability and flexibility, graduates should not only be able to perform tasks, but also have the ability to propose innovative solutionsAbility to respond to rapidly changing market environments and make effective decisions. Therefore, colleges and universities should not only pay attention to professional knowledge, but also pay attention to the cultivation of students innovative thinking and comprehensive ability, so as to better meet the needs of modern enterprises.

4. Construction of Employment-Oriented Talent Training Mode

4.1 Define the Culture Objectives

The core of employment-oriented talent training mode is to cultivate application-oriented and compound talents to meet the market demand, and the key is to clarify the training goal. Different from the traditional academic orientation, the employment-oriented talent training should closely combine with the needs of the society and enterprises, and pay attention to improving the students professional ability and comprehensive quality. First of all, the training goal should achieve the integration of professional knowledge and vocational skills, and colleges and universities should strengthen the students practical ability, innovation ability and the ability to solve practical problems. Secondly, the training objectives should cover the improvement of soft skills, focusing on cultivating students communication, teamwork and cross-cultural understanding skills to meet the needs of the modern workplace. Finally, the training objectives should focus on the cultivation of lifelong learning ability, help students cope with technological and social changes, and improve their competitiveness and adaptability in long-term career development.

4.2 Curriculum System Design and

Optimization

In order to achieve the goal of employment-oriented talent training, the design and optimization of curriculum system [6] is the key link. The curriculum system should be more practical and applied on the premise of ensuring the basic professional knowledge, and can flexibly respond to the changes in the job market.

4.2.1 Increase the proportion of practical courses

In the curriculum system, it is necessary to increase the proportion of practical courses, especially in technical and engineering disciplines. Practical courses include not only experimental courses and course projects, but also enterprise training and industry certification. This design can help students accumulate practical experience in school and shorten the adaptation period with jobs after graduation.

4.2.2 Flexible curriculum modular design

With the development of industry and technology, the curriculum system of colleges and universities needs to be more flexible. Modular design can provide students with personalized learning paths, allowing students to choose relevant courses according to their professional development needs. For example, in addition to major courses, students can choose different vocational skills modules, such as data analysis, project management, UI/UX design, etc., so that they have diversified vocational abilities.

4.2.3 The update of course content is synchronized with the industry

Course content updates must keep pace with industry developments. Colleges and universities should regularly communicate with industry experts and business representatives, learn about the latest industry trends, and adjust the course content according to market demand. Especially with the rapid development of emerging technologies (such as artificial intelligence, Internet of Things, blockchain, etc.), the timeliness of course content is crucial.

4.2.4 Increase interdisciplinary and multidisciplinary integration courses

Modern enterprises have more and more demand for compound talents, so the attention should be paid to the integration of interdisciplinary knowledge in curriculum design. Through interdisciplinary curriculum, such as management students learning data analysis, technical students learning business management, can help students have a wider range of knowledge and application ability.

4.3 Reform of Teaching Methods and Means

Employment-oriented talent training not only depends on the optimization of course content, but also requires the innovation of teaching methods and means. The traditional teaching method based on teacher teaching can no longer meet the needs of modern enterprises for talents, so more flexible and practical teaching methods must be introduced.

4.3.1 Project-based teaching method

Project-based teaching is a teaching method combining theoretical learning with practical projects, which can effectively improve students comprehensive ability. By participating in practical projects, students can not only apply theory to practice, but also develop necessary skills in the workplace such as teamwork, time management and resource allocation in the process. For example, information technology majors can design software development projects so allow students can learn development processes, testing and maintenance in actual combat.

4.3.2 Case-teaching method

Case teaching is a teaching method that analyzes, discusses and solves problems in combination with actual enterprise cases [7], especially suitable for disciplines with strong application such as management and marketing. This teaching method can help students understand various complex problems in the actual operation of enterprises, and cultivate their ability to analyze and solve problems. In addition, case teaching can also enhance students understanding of the current situation of the industry and enhance their competitiveness in employment.

4.3.3 Online and offline blended teaching

Blended teaching combines the advantages of traditional classroom teaching and online learning, which not only ensures students classroom interaction, but also provides flexible learning time and resources. Especially in employment-oriented training, online learning can provide a large number of industry cases, technical tutorials and skills training, so that students can learn according to their own needs and rhythm. At the same time, offline teaching can be used for practical operation and project collaboration to enhance students practical ability.

4.3.4 Simulation teaching and virtual simulation

experiment

With the development of virtual reality (VR) and augmented reality (AR) technologies, simulation teaching and virtual simulation experiments have become effective means to cultivate students practical ability. For example, medical majors can help students perform surgical simulations in a risk-free environment through virtual surgical experiments; Engineering majors can simulate complex building construction processes through virtual building software. These technical means not only improve students hands-on ability, but also expose them to more complex and realistic work scenarios during school.

4.4 Deepen School-Enterprise Cooperation

School-enterprise cooperation is the key link of employment-oriented talent training mode. Through school-enterprise cooperation, schools can grasp the employment needs of enterprises in time, adjust talent training programs, and students can also get in touch with the actual working environment of enterprises and accumulate practical experience during school. Colleges and universities cooperate with enterprises to build off-campus training bases. Students can conduct short-term or long-term internships in the training bases, and learn about the workflow and job requirements of enterprises by directly participating in enterprise projects. This mode of "school-enterprise joint training" can effectively shorten the transition period from study to employment.

4.4.1 "Order-based" training mode

"Order-type" training is that universities and enterprises jointly develop talent training plans, according to the job needs of enterprises, targeted training of students who meet the requirements. This model not only ensures that students can find jobs smoothly after graduation, but also helps enterprises to obtain high-quality talents that meet their needs. For example, some technology companies cooperate with universities to directly participate in the teaching management and curriculum design of universities by setting up "enterprise named classes" or "order classes", so as to cultivate their future technical backbone.

4.4.2 Introduce corporate mentors

Enterprise tutorial system is one of the important measures to deepen school-enterprise cooperation. By inviting technical experts and project managers to serve as student mentors, students can not only get professional guidance in practice, but also understand the industry trends and career development direction. The introduction of enterprise mentors can effectively make up for the deficiencies of practical teaching in colleges and universities, and help students to better combine theory with practice.

4.4.3 Jointly build scientific research projects and innovation platforms

Universities and enterprises can jointly establish scientific research projects and innovation platforms to promote technological innovation through industry-university-research cooperation. In this process, students can directly participate in the project research and development, accumulate scientific research experience and improve their innovation ability.

The construction of employment-oriented talent training mode must improve students employability and professional quality in an all-round way by optimizing curriculum system, reforming teaching methods and deepening school-enterprise cooperation on the basis of clear training objectives.

5. Practice and Effect Evaluation

5.1 Implementation Path

The implementation of employment-oriented talent training mode involves the optimization and integration of many links, and the specific path covers curriculum system reform, teaching method innovation, deepening school-enterprise cooperation and overall improvement of professional quality. First of all, the core of curriculum reform lies in adjusting the curriculum system, increasing the proportion of practical courses, setting modular curriculum options, so that students can independently choose relevant skills courses according to their future career development direction, and ensuring that the curriculum content is closely integrated with market demand and updated regularly to keep its cutting-edge and applicability. In terms of teaching methods, project-based teaching and case teaching are implemented, breaking the traditional single teaching mode, encouraging students to solve problems by participating in practical projects, and combining online and offline mixed teaching, students can learn independently through online resources, and at the same time apply theory to practice through offline practical

courses. In terms of school-enterprise cooperation, schools should establish long-term and stable cooperative relations with enterprises, develop an "order-based" talent training mode, set up practice bases and innovation platforms, and provide students with a real working environment and practical challenges by introducing enterprise tutors and cooperation projects, so as to help them shorten the adaptation period from study to employment. In addition, the cultivation of professional quality is equally important. Schools should help students to clarify their careers through career planning and employment guidance activitiesDevelopment direction and improvement of soft skills in the workplace. Set up employment guidance centers and carry out diversified activities such as mock interviews and vocational skills training to enhance students employment competition in an all-round way.

5.2 Effect Evaluation and Feedback

Improvement of student employment rate and employment quality: Through the implementation of employment-oriented talent training mode, the overall employment rate of students has increased significantly, especially in the technical and engineering fields, and the demand of enterprises for these students has increased significantly. In addition, the employment quality of students has also been improved, and more graduates can find jobs that match their majors, and show strong professionalism and adaptability in the workplace.

Improved satisfaction with graduates: Enterprises participating in school-enterprise cooperation generally reflect that through "order-based" training and cooperation with internship bases, students can quickly integrate into the work team and adapt to job needs when entering the company. This not only reduces the training cost of enterprises, but also improves work efficiency.

Improvement of students professional quality: Through project teaching and enterprise training, students communication skills, teamwork skills and problem-solving skills have been significantly improved, and their professional quality has been highly recognized by enterprises. At the same time, many students performed well during the internship, and directly got formal employment opportunities after the internship.

6. Problems and Suggestions for Improvement

6.1 Existing Problems

The problem of insufficient depth of school-enterprise cooperation lies in the fact that the cooperation of some colleges and universities is still at a shallow level, lacking in-depth and continuous project cooperation, resulting in scattered and unsystematic opportunities for students in internship, and unable to effectively exercise their practical ability. The lack of practical teaching resources is another significant problem, especially in small and medium-sized colleges and universities. Due to the lack of sufficient laboratory facilities and practical teaching resources, it is impossible to provide sufficient practical opportunities for all students, and the practical training resources in some industries are relatively limited. Students can only rely on simulated environments for learning, and it is difficult to get in touch with real work scenes, thus affecting the cultivation of their practical abilities. In addition, the problem of lagging curriculum update is also widespread. Although the curriculum system has been reformed to some extent, in some disciplines, especially emerging technologies and frontier fields, the update speed of curriculum content is still slow, which leads to the gap between students knowledge and the actual needs of enterprises, which limits students competitiveness in the job market.

6.2 Direction of Improvement

In order to deepen school-enterprise cooperation, colleges and universities should establish closer cooperative relations with enterprises, and jointly develop courses and practical training programs to enhance students practical operation ability. Colleges and universities should also explore various forms of cooperation, such as the establishment of "university-enterprise joint laboratory" and the implementation of "double tutorial system", to further enhance students practical experience through these innovative cooperation modes. In terms of increasing the input of practical teaching resources, the school should increase the investment in the construction of laboratories and training bases, and ensure that students can get real industry

practice opportunities through establishing long-term cooperation with many enterprises. In addition, schools can use virtual simulation technology to make up for the lack of practical resources, so that students can improve their practical ability in the simulated environment. At the same time, universities should speed up the update speed of the course content, and regularly communicate with industry experts and enterprises to ensure that the course system is consistent with the market demand. Especially in emerging technology areas, the curriculum content should closely follow the pace of technology development to help students master cutting-edge skills and ensure their competitiveness in the job market.

7. Conclusion

7.1 Study Conclusion

Through the research and practice of employment-oriented talent training mode, this paper puts forward clear training objectives, and constructs the training mode with practical teaching, school-enterprise cooperation and curriculum optimization as the core. In the process of practice, the employment rate and professional quality of students have been significantly improved, which has been widely recognized by enterprises. Through the close cooperation between universities and enterprises, project-based teaching and modular course design, this model solves the problem of the disconnection between university talent training and the demand of the job market.

7.2 Future Outlook

In the future, the employment-oriented talent training model will be promoted in more disciplines, especially in high-tech and innovative industries. Colleges and universities should continue to strengthen the deep cooperation with enterprises, promote the upgrading of practical teaching resources and the continuous optimization of the curriculum system, so as to cultivate more high-quality talents to meet the market demand. At the same time, with the development of technology, emerging technologies such as virtual reality and artificial intelligence will also play a greater role in teaching, and further improve students practical ability and innovation ability.

Acknowledgements

This paper is supported by 2024 Guangxi Higher Education Undergraduate Teaching Reform Project: Research on the mass entrepreneurship and innovation education model of artificial intelligence major under the background of new engineering (2024JGB408); 2024 Guangxi Vocational Education and Teaching Reform Research Project: Research on the Construction of Quality Evaluation System for Computer Professional Talent Training in Guangxi Higher Vocational Colleges under the Background of Integration of Industry and Education (GXGZJG2024A040). 2020 Project of Three-wide education of Institute of Information Technology of GUET(2020SQ03). Educational Reform Project of Guilin Tourism University: Construction and practice of engineering practice teaching system of computer specialty under the background of new engineering.

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