

Research on the cultivation and strategy of innovative high skilled talents in Higher Vocational Colleges

Ruifang Zhao, Kaifu Chen, Wenjuan Yang

Shandong Transport Vocational College, Tai'an Shandong 271000

Abstract: at this stage, China's economic structure is in an important period of strategic transformation, and the development of higher vocational colleges has also ushered in an important period of opportunity. With the development of social economy, higher vocational colleges are more competitive in talent orientation, professional construction, and the establishment of innovative teacher teams. The first is that the requirements of social and economic development for highly skilled and innovative talents are increasing. The second is that higher vocational colleges themselves are also facing great challenges of adjustment. How to face these challenges, improve the level and quality of talent training, and achieve sustainable development is an arduous task. We must vigorously reform vocational education, focus on cultivating innovative high skilled talents, and meet the needs of economic development for the transformation and upgrading of higher vocational education.

Key words: innovative talents; Quality assurance; Innovation team

China has entered a new stage of economic transformation and upgrading development. The newly revised Vocational Education Law of the people's Republic of China provides a broader stage for the development of vocational education. Innovative talents with innovative consciousness and innovative thinking have become a necessary weapon for the sustainable development of social economy. Cultivating successors with innovative ability is the main task of higher vocational colleges. According to the analysis of the cultivation of high skilled talents in Higher Vocational Colleges under the background of economic transformation, there are still some problems, such as unclear talent positioning, single evaluation mode, lack of innovative team, etc. the author puts forward corresponding measures based on the above problems, and provides suggestions and ideas for promoting the healthy development of higher vocational colleges.

1. The reality of talent training in Higher Vocational Colleges

1. unreasonable talent positioning

As the main battlefield of cultivating high skilled talents for social development, higher vocational colleges should not only adapt to the current national economic strategic development changes, but also meet the requirements of regional industrial transformation and upgrading. However, the actual situation is that some higher vocational colleges have not conducted in-depth market research in the process of talent training, and the demand for talents in industrial development is not clear, which makes the positioning of talent training inconsistent with the needs of economic development, and there is a big gap between the talent training objectives and the standards of industrial enterprises. When setting up majors in higher vocational colleges, we should conduct comprehensive analysis and Research on the setting of majors, investigate the development trend and actual situation of the market under the current social development situation, and formulate scientific and reasonable teaching courses. Some higher vocational colleges did not conduct in-depth market research, nor did they adjust their majors according to the changes of industrial transformation, which made the talents cultivated by higher vocational colleges inconsistent with the job requirements of enterprises. The talents cultivated by higher vocational colleges had no characteristics and low social recognition, resulting in a waste of educational resources and restricting the employment of higher vocational college graduates.

2. lack of talent quality assurance system

As we all know, the students' learning initiative in higher vocational colleges is generally poor. In order to ensure that the school has enough students, some higher vocational colleges adopt the "wide in and wide out" policy, which makes some students muddle along in school. In addition, higher vocational colleges have been in the process of reform, talent training has not formed a sustainable and scientific program, the curriculum has not been closely linked to the professional characteristics, the curriculum standards have not been clearly standardized, and the teaching quality of teachers can not be evaluated and supervised by the school in time. In the internship stage, students' problems emerge in endlessly due to the lack of in-depth cooperation between schools and enterprises and the untimely communication between schools and enterprises. Some students become workers on the assembly line, unable to show their skills well, and even out of touch with their majors. Students often change positions or give up halfway during the internship due to the lack of technical content and repeated mechanical labor. As for learning enterprise culture and core technology, it is impossible to talk about. During this period, the management guidance of school teachers to students is also very limited, which leads to the effect of internship greatly reduced.

3. lack of innovative team

Teachers in higher vocational colleges generally enter higher vocational colleges to engage in education after graduating from ordinary higher normal schools or universities. This school to school experience makes teachers in higher vocational colleges have strong theoretical knowledge, most of them have no experience in working in enterprises or scientific research institutions, and the experience of innovation and practice is also out of the question. Due to the lack of in-depth understanding of the enterprise industry, there is still a big gap between the curriculum system set up in Higher Vocational Colleges and the innovative curriculum system. Most of them are cross learning of public basic courses and necessary professional courses, and lack of courses to cultivate students' innovative ability. It is precisely because of the

lack of innovative courses that it has become a key problem hindering the cultivation of innovative talents.

There are few opportunities for Higher Vocational Colleges and enterprises to carry out in-depth integration and joint education. Enterprises do not have the opportunity to participate in the formulation of talent training programs in higher vocational colleges. The main reason is that enterprises and schools have not become a community of interests. Considering costs and interests, enterprises are not willing to put high-quality resources into schools and teachers and students to share. In addition, the school's management system did not open the door for craftsmen to enter the campus, and the lack of innovative courses and innovative teams made the students' innovative consciousness and ability relatively weak.

2. Thoughts and measures of cultivating innovative talents in Higher Vocational Colleges

1. clarify the talent orientation and develop an innovative curriculum system based on professional fields

The positioning of cultivating talents in higher vocational colleges is very different from that of general higher education. The talents cultivated in higher vocational colleges should be able to serve and contribute to the development of local economy, and cultivate innovative high skilled talents with innovative consciousness, innovative thinking and innovative ability. The formulation of talent training plan should adapt to the development of enterprises. The setting of courses should take into account the job requirements of enterprises. Through in-depth cooperation with enterprises, the high-quality resources of enterprises should be applied to talent training. The highly skilled talents cultivated by schools serve enterprises, meet the needs of enterprises for upgrading and transformation of talents, and make schools and enterprises form a community of interests to achieve a win-win situation.

The cultivation of innovation ability can not be achieved overnight, but needs to be consciously cultivated for a long time. The cultivation of innovation ability should run through the whole learning and life process of students in higher vocational colleges. The proportion of public basic courses, professional basic courses and professional courses in the traditional curriculum system is large, and there are almost no courses and related practices to cultivate innovation ability. Even if some majors have arranged courses related to innovation and entrepreneurship, they are only limited to MOOC, watching videos online or some boring theories, which simply cannot support the realization of the goal of cultivating innovative talents.

When establishing and improving the innovative curriculum system, it is necessary to set up special innovative thinking courses to improve the feasibility of cultivating innovative talents. Students should first have a sense of innovation. Combining with the existing majors, we should break through the characteristics of students' innovative thinking and innovative quality, and set up special courses to cultivate students' innovative ability. Taking the major of mechanical manufacturing and automation as an example, courses that inspire innovative thinking, such as mechanical innovative thinking and techniques, creativity and planning, are opened at the beginning of the major to cultivate students' innovative thinking such as dialectical logical thinking and flexible thinking; During the period of cultivating professional ability, professional core courses, such as mechanical innovative design and manufacturing and entrepreneurial design, are opened to cultivate students' innovative ability in their professional fields; During the period of cultivating comprehensive ability, courses such as reverse innovative design and rapid prototyping and entrepreneurship policies and regulations are opened to improve students' innovative and practical ability. Secondly, adjust the system structure of the course, and increase the innovative courses to improve the cultivation of students' innovative ability. In the teaching process, we should pay attention to the professional knowledge education and the cultivation of students' innovation ability, and carry out innovative practice teaching relying on the second classroom of various innovative design competitions, patent applications, transformation and upgrading service projects of small and medium-sized enterprises, and innovative work design competitions, so as to improve students' innovative practice ability, make the first and second classroom complement each other, form innovative thinking inspiration. The innovative curriculum system of improving professional innovation skills to the implementation of innovative practice. In the teaching process of basic courses and professional courses, we should integrate the cultivation of innovative consciousness, innovative thinking and communication skills, mobilize students' subjective initiative, and give students the opportunity to show themselves. At the same time, the existing projects of enterprises should be included in the classroom as innovative practical courses, so that the courses learned are connected with enterprise innovation projects, and guide students to design creative mechanical works, Cultivate students' ability to solve complex problems in specific tasks, speed up students' development of innovative thinking, and improve comprehensive engineering innovation ability.

2. strengthen the monitoring of teaching quality and optimize the way of course assessment and evaluation

Change the traditional teaching mode of "theory before practice", carry out the project-based teaching of "theory while practice", improve the conditions for cultivating innovative talents, and jointly improve the innovation level of teachers and students in higher vocational colleges. In order to ensure the effect of classroom teaching and enterprise practice, it is necessary to further strengthen the supervision of quality, specify the teaching content of each course in detail, formulate reasonable course standards, and implement the plan and strictly implement the implementation. According to the evaluation criteria of professional talent training objectives, the training quality of professional ability and innovation ability is considered. During the course evaluation, we should follow the whole process of the evaluation process, and highlight the innovation of the evaluation content; Take the professional ability and innovation ability of testing as the main content of the assessment. When assessing students' academic performance, we should focus on diversified evaluation. In addition to the evaluation of teachers, authoritative certification in enterprises and professional fields can be used as the basis for evaluation. For example, students' achievements in innovation design competitions at all levels, invention patents, technical services for small and medium-sized enterprises and 1+x certificates can be calculated and recorded in graduation scores.

3. build an innovative teaching team to promote the realization of training objectives

Higher vocational colleges undertake the main task of cultivating innovative talents. By encouraging teachers and students to regularly carry out various innovation and entrepreneurship contests and design contests, and inviting craftsmen from enterprises to carry out lectures and other activities on campus, they integrate innovation into daily life, make innovation a part of the normal life of teachers in the school, and make the school an innovative organization.

To cultivate innovative talents, we not only need to reposition the talent training objectives, establish a new talent training mode, formulate a new talent training plan, but also need to create an innovative teaching team. The innovative teaching team is composed of teachers of different majors, enterprise experts and craftsmen. Strengthen the cultivation of innovative teachers and improve teachers' innovative ability. To carry out professional and technical skills innovation activities, teachers should be the leaders and demonstrators of innovation activities, accumulate practical experience in innovation activities, and the teaching contents, methods and means in teaching activities can be transformed by innovation achievements, so as to promote the cultivation of students' innovation ability. To deepen the integration with enterprises, young teachers can exercise their innovative thinking and innovation ability by participating in innovative projects of enterprises. Only teachers with innovative literacy can better guide students' innovation.

3. Summary and Prospect

Talent cultivation in higher vocational colleges should be based on the reality of regional economic development, formulate talent cultivation mode in line with industrial development, improve innovative curriculum system, build innovative teaching platform, further optimize teaching methods and evaluation mode, and provide new methods and means with applicable value for innovative talent cultivation in higher vocational colleges, Only in this way can we attract excellent enterprises and craftsmen to join the work of talent cultivation in higher vocational colleges, jointly cultivate available innovative talents, and make due contributions to the economic development in the new era.

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Author information: zhaoruifang, female, lecturer, teacher of Shandong Transport Vocational College

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