

Research on the Multi-target Training Model for Applied College Undergraduates

Baiqing Zhu and Qihua Liu

Department of Economics and Management, Nanjing Institute of Technology, Nanjing 211167, China

Abstract: In this study, we have a research on the multi-target training model for applied college undergraduates. As the consequence of the increasing challenges from the rapid development of the current economic society and the change of the employment situation, new demands are emerged for the applied college's personnel training, the objectives of the applied college are not only training undergraduates to become an employee with good professional knowledge and vocational skills, but also training a certain number of undergraduates to become an entrepreneur who provide the job opportunity. To achieve these, a multi-target training model has to be established which integrates professional knowledge with vocational skills and entrepreneurial ability and the space-time restriction of the multi-target training model must be break through.

Keywords: Entrepreneurial ability, multi-target training model, professional knowledge, professional quality

INTRODUCTION

Due to the rapid economic, social development, market competition and increasing pressure of the employment situation, new requirements for the personal training of applied undergraduate institute are proposed under the premise that to grasp the basic professional knowledge (Zhou, 2008). On the one hand, the employers stress the immediate requirements of the professional qualities and capabilities of the application of undergraduate college students to face the challenges of market competition, that is, once they start working, they'll be able to fulfill their duties and complete job tasks (Wang and Si, 2011); On the other hand, the rigorous employment pressure cause a number of policies to encourage students to actively start their own businesses from national to local (Sun, 2009). College students not only are able to meet the economic and social development needs of the job but also can be the creation of employment opportunities (Zhu, 2009). Therefore, with the concrete realities of applied undergraduate institutions personnel training, it is very necessary to build a new multi-objective personnel expertise, professionalism, entrepreneurship training system instead of disciplines tendency course system (Liu, 2009). They new system meets the needs of social development on the application of talent, it not only has important practical significance and also on behalf of higher education, especially the direction of training mode reform and development of applied colleges (Zhang, 2007).

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APPLIED UNDERGRADUATE COLLEGE STUDENTS TRAINING STATUS

The training of applied undergraduate college students is still based on imparting professional knowledge: Currently, most applied college set up a variety of specialties according to nation-building needs and a variety of social division of labor. The entire professional has independent teaching plan and base organization teaching on professional training goal. Talent training is mainly by imparting professional knowledge, hoping that through the professional knowledge of the study of the theory and experiment, practice, training, etc, which make college students master the basic skills in specific business and adapt to the needs of the development in a professional working. Objectively, most current cultivating talents in applied college does makes students understand professional

knowledge construction and possess a certain professional quality, but there is still a considerable distance between employer expectations of graduates and the specific application ability of professional knowledge in the practical work, which is not adaptable.

College students' occupation quality training is ore and more valued: In recent years, college students' professional quality of the training in applied college is more and more attention. Applied undergraduate colleges full implement professional quality education, cultivate the students' moral character quality, physical quality, scientific culture quality, professional technical quality and entrepreneurial quality, etc, which is the new request of the economic and social development for applied undergraduate school talent cultivating. College students' professional quality is a laborer professional a comprehensive ability, including college students' understanding, interest, attitude to society of professional, whether they can adapt to society and the profession ability to specific work. Education degree, practical experience and social environment, working experience and their own some basic situation (such as physical condition, etc.) all influence and restrict the professional quality. As the enterprise, professional quality is the first standard talent selection; so to speak, to winning and success in the study, professional quality is the first magic weapon. Therefore, college students can be successfully employment and achievement, to a great extent, depends on the professional quality. The higher the professional quality of the people, the more you get the chance of success. The higher the professional quality of the people and success will come faster.

To cultivate college students' creative ability is becoming a major concern for higher education: In 1947, Harvard business school professor Myles Mace opened a business to take the lead in the course of "start-up enterprise management" and there were 188 MBA students took part in this class. In 1967, the Babson College has the world's first business school in the graduate student education course venture out. Now more than 1000 colleges, colleges and community colleges are opened entrepreneurship education courses. American researchers say, from 1969 to 1976, the new small growing enterprise created 81.5% of new jobs in the American economy. To 1980, the United States created 34 million new jobs, but fortune 500 but lost 5 million jobs. The creation of new jobs from the birth of the new company and growth. In the past 13 years, small business of the United States employment make up two-thirds of the total employment in jobs, but also make up about 80% of the new jobs, Entrepreneurship is the dominant force of the development of contemporary American. In October 1998, the UNESCO issued the

(Higher education of the 21st century: prospects and the action the world declaration), clearly put: for the convenience of graduates employment, to develop their skills and active spirit should become the main concern of higher education; More and more, graduates will not only be job seekers, but also be the job creator. Thus, in the higher education implementing of education thoughts are business solemnly raised.

Applied undergraduate education in college students must realize the training of professional knowledge, professional quality training, inheritance business capacity development and training target, establish melting professional knowledge, professional skills, creative ability in one of the suitable for contemporary economic and social development goals need comprehensive talent training mode.

TRINITY MULTI-TARGET PERSONNEL TRAINING MODE ARCHITECTURE

In 1998, the main document of the first national ordinary university teaching job conference indicated that personnel training mode is the structure of knowledge, ability and quality which college built for undergraduates and the way to realize the structure, it fundamentally formulated the personnel characteristics and embodied ideas and concepts of the education. In another words, personnel training model is a completed process of achieving specific personnel training goals using scientific teaching methods and measures.

There are six main elements in the personnel training model: training objects, faculties, training goals, training content, training methods and management system. Training objects means the undergraduates are the basis of the personnel training model and the whole source of all education Faculties means the teachers, they are the implementers and core of the whole training, and the overall quality of the teaching team determines the quality of the training; Training goal is the starting point and core of all training works, every aspects of the training work should be focus on it; Training content is a collection of the knowledge, skills and concepts, training goals are rely on the training content; Training methods are the methods of education, which is directly related whether training content can be inherit effectively; management system contains a set of management and assessment system of the entire educational process to achieve the training goals.

It can be seen from Fig. 1, most applications colleges personnel training mode contains three levels: hardware, software and service targets. The faculty level factors can continuously be improved, which means the hardware layer is relatively dynamic; Under a period of time, when the training objectives is basic constant, culture content, training goals, management systems and other factors of the software layer is relatively static. When training objectives change, training content,

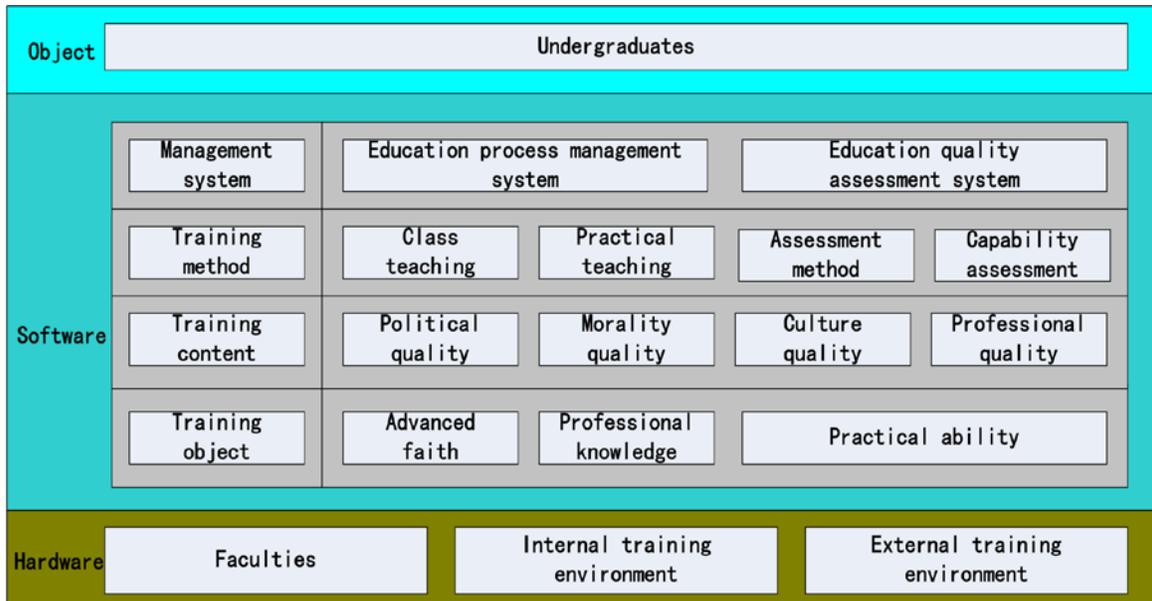


Fig. 1: Architecture of the traditional applied college personnel training model

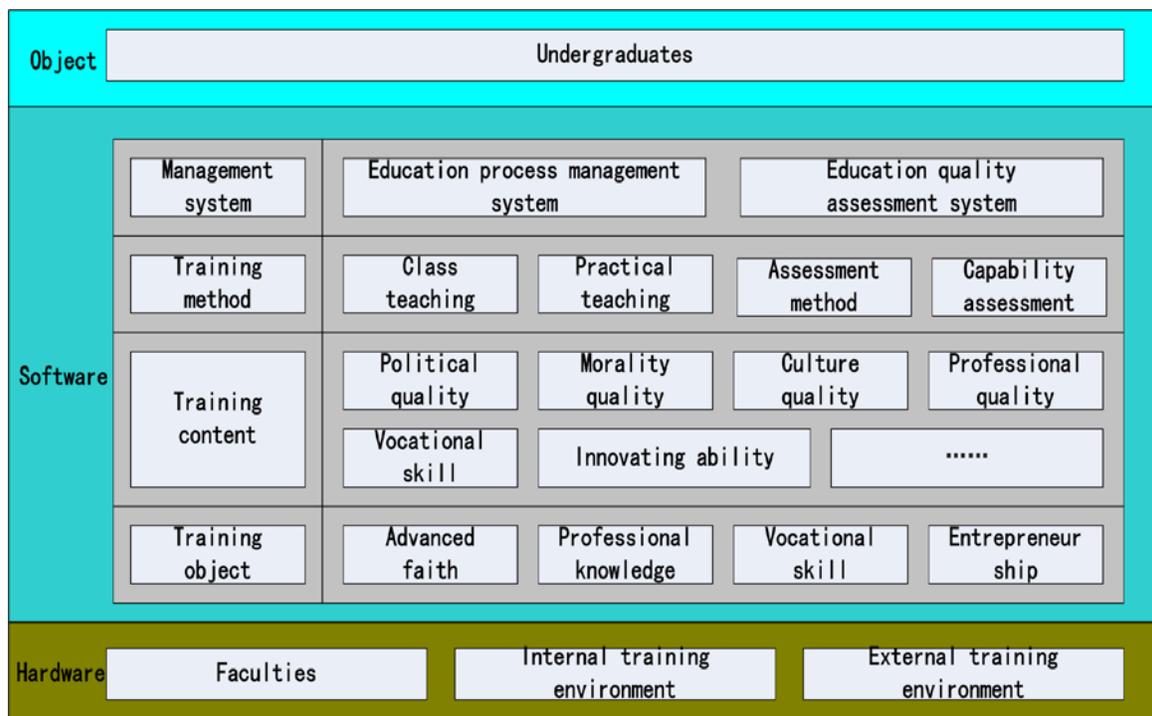


Fig. 2: Architecture of applied college multi-target personnel training model

training objectives, management systems and other factors of the software layer must also change, otherwise the training objectives can not be achieved.

Traditional Applied college personnel training model contains three main training goals:

- Training personnel with advanced faith
- Training personnel with comprehensive professional knowledge

- Training personnel with practical work ability

Training undergraduate to establish advanced faith is the most important one of the three training goals.

Currently, the rapid development of the economic and social ask the applied colleges not only to train undergraduates with advanced faith, also to build trinity multi-target personnel training mode which integrates professional knowledge with vocational skills and

knowledge, but also the actual or intended to be real hands-on operation capacity. From both teachers and students, on the one hand, the vocational skills training put forward new requirements to teachers., just have a solid theoretical foundation and rich teaching experience is not qualified for applied students vocational skills training, the teachers must also have real career ideas and professional experience; on the other hand, it also need students to be good at not only the basic theory and professional knowledge learning, but also the hands-on operation capacity, learn to apply theory to practice. Only in this way, can you made some creation in the jobs.

Similarly, after applied undergraduate colleges settled the training objectives to joint the entrepreneurial ability, the culture of entrepreneurship and entrepreneurial capacity will be jointed in the training content. Developing the entrepreneurial spirit and ability is complex, not all the students can be trained to be entrepreneurs, even the teacher has advanced and innovative entrepreneurial ideas and the school also offers undergraduate innovation and entrepreneurial environment. It is subject to the division of human society, the laws of nature. Therefore, letting the students who have entrepreneurial potential influenced deeply and promoting their future entrepreneurial in the university-trained should be the focus of enterprise education in undergraduate college.

TIME AND SPACE CONSTRAINTS OF THE TRINITY TRAINING MODE OF PROFESSIONAL KNOWLEDGE, VOCATIONAL SKILLS, ENTREPRENEURIAL ABILITIES

The proposed multi-objective training model of application colleges in this study give the same attention to the cultivation of professional knowledge, professional quality and entrepreneurial ability from a business perspective and emphasize the trinity training model of professional knowledge, vocational skills, entrepreneurial abilities. On one hand, college students' business training takes a lot of training time inside or outside the classroom. While three business training objectives of students' professional knowledge, vocational skills and entrepreneurial abilities are being realized simultaneously, available training time becomes stretched. So it is necessary to break the culture time limit in the training system. On the other hand, while achieving the three businesses training objectives, training spaces such as in-campus classroom, laboratory, training venues, as well as off-campus practice bases are unable to meet the requirements. Thus the comprehensive training environment and the actual working environment of professional characteristics need to be increased and the entrepreneurial atmosphere and environment need to be provided. So it is necessary to break the culture space limit in the training system.

To achieve the three business training objectives of college students' expertise, vocational skills and entrepreneurial abilities and to break through the Trinity training mode time and space constraints of the professional knowledge, vocational skills, entrepreneurial abilities, we must carry out the necessary reform and innovation.

- Adjust the existing teaching program system and further streamline professional theory and practice the content of education. Increase vocational guidance and vocational training, innovation, guidance and training of innovation, entrepreneurship guidance and entrepreneurship training content
- Emphasis on integration of professional knowledge and vocational skills, entrepreneurial abilities. Develop professionalism on the basis of learning professional knowledge. Formed entrepreneurial ideas, foster entrepreneurship and exercise entrepreneurial capacity on the basis of learning professional knowledge, professional skills. So that the expertise, vocational skills, entrepreneurial abilities become an organic whole. Meanwhile try to further deepen the reform and implementation of the Flexible Credit, try to establish and implement an effective form that can evaluate students' professional competence, entrepreneurship in order to offset the mechanisms of professional theory course grade. Full crack the time constraints of the trinity training mode of professional knowledge, professional skills and entrepreneurship
- Pay attention to cultivate students' professional knowledge, professional ability and entrepreneurial skills in practice. Continue to attach importance to the experimental teaching, field simulated teaching, off-campus practice bases teaching and innovate training mechanisms. With the help and guidance of government, the participation and support of enterprise, the participation and guidance of research institutions, set up producing, learning and researching joint training platform that integrate Application Colleges' professional knowledge, professional ability and entrepreneurial ability. So that the platform can cultivate, train and test the professional competence of college students and can inspire, develop and practice entrepreneurship among university students. The platform can also make an organic combination of in-campus high-quality teachers , off-campus part-time instructors and entrepreneurs mentors, make an organic combination of the first class and second class and make an organic combination of in-campus and off-campus training basement. It will completely break down the space constraints of trinity training modes of professional knowledge, vocational skills and entrepreneurial abilities

CONCLUSION

As the consequence of the increasing challenges from the rapid development of the current economic society and the change of the employment situation, new demands are emerged for the applied college's personnel training. A multi-target training model which integrates professional knowledge with vocational skills and entrepreneurial ability was proposed and the architecture of the model was established. After analyzing the relationship of the training factors, the space-time restriction of the multi-target training mode was given and researched and then the method to solve the space-time restriction was investigated. The multi-target training model must be constantly improved in the application.

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