

Research on Construction and Implementation of Classified Training Patterns for Applied Talents in Independent Colleges*

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Abstract The training patterns of applied talents are transforming gradually from theoretical discussion to practice in many independent colleges. According to the characteristics of students and the practical training experiences in some independent colleges, this paper divides the applied talents into two categories via using the classification theory, which are market-oriented talents and major promoted ones. And the paper proposes the principle, standard, training objective, implementing processes and basic procedures for classified education.

Key words Independent college; Market-oriented applied talents; Major promoted talents; Classified training pattern; Classified standards

1 Introduction

The rapid development of Independent colleges lays a good foundation for the transition of elite education to mass education. But with the enrollment expansion, there are growing disparity of matriculate quality and structure between independent colleges and public schools. Generally speaking, students in independent colleges present a diversity and gradation in educational level and knowledge structure, thus leading to the diverse demands in study and development. Therefore, what training pattern should we adopt to arouse the learning enthusiasm of students, to improve the students' acquisition of knowledge and abilities, and to train the qualified applied talents? This is a significant topic the independent college is faced with.

Through substantial investigation, our research group puts forward a classified Training Pattern for applied talents in independent colleges. The applied talents, different from academic ones, are those with professional knowledge as well as skills and can transform research achievements to actual productivity to create social wealthy. Based on the disparate function, the applied talents can be divided into engineering-oriented type, technique-oriented type and skilled one^[1]; based on the knowledge and skills the applied talents acquired, another three types can be formed including skilled talents at the basic level, knowledgeable-based talents at the middle level and innovative talents at the high level^[2]. Given that talents training is a dynamic and changing process, the talents training are not only required to take the general regularity of education into consideration, but also to take the students' demands and subjective desire into account. As for this, we divide the applied talents in independent colleges into two types—market-oriented ones and major promoted talents.

2 The Definition of Talents Type and Training Objectives

2.1 The orientation of talents type

The target location of the market-oriented requires the talents to be equipped with basic knowledge, theories and skills corresponding to the specialized field, to have a mastery over relevant new knowledge, techniques and craftwork, to possess strong operational capacity as well as the ability to analyze and solve practical problems, and to be furnished with broad vision, organizing and managing capacity.

The major promoted talents are those with the target location who have a solid grasp of the profound fundamental and professional knowledge, who are equipped with comprehensive qualities and integrated vocational abilities to undertake the professional practice, and who possess innovative ability and delayed developmental potential. The talents belonging to this group could either enjoy a further education in a higher level school or directly enter into the enterprises to undertake first-line management, planning and elementary counseling.

2.2 The connotation of talents

The two types of talents differ in education field, aim, guidance, content, similar type, resource and training manner. These differences are shown in Table 1.

Table 1 The Connotation of the Two Talent Types

	Marketing Applied Talents	Major Promoted Talents
Education Field	mass education	elite education
Education Aim	normal employment	special employment or further study
Education Guidance	catering to the market demand	students' career goal as guidance
Education Content	theory teaching (fifty percent) & practical teaching (fifty percent)	theory teaching (seventy percent) & practical teaching (thirty percent)
Similar Type	operational talents, skilled talents, technical talents	planning talents, counseling talents engineering talents, researching talents
Education Resource	normal educational resource	special resource
Training Pattern	group training	individual training (advisor system)

2.3 The training objectives of the talents

The training objectives refer to the general provisions of the culturists on the talents' quality and standard and it can be expressed in many ways [3]. This paper will expound the training objectives through the description of the targeted post of the professional talents. Taking the students from the department of economics & management in independent colleges as an example, the specific training objectives of the two types of talents are shown in the following Table 2 and Table 3.

Table 2 Training Objectives of Major Promoted Talents

Major	The 1 st training objective	The 2 ^{ed} training objective
Business Administration	Training postgraduate for relevant specialty	Training managers for small and medium-sized enterprises
Electronic Commerce	Training postgraduate for relevant specialty	Training self-employed talents
Marketing	Training postgraduate for relevant specialty	Training marketing manager, strategy planners and project managers
Information management	Training postgraduate for relevant specialty	Training project supervisors
Accounting	Training postgraduate for relevant specialty	Training Accountants and Certified Public Accountants
Financial management	Training postgraduate for relevant specialty	Training financial managers for small and medium-sized enterprises
Logistics management	Training postgraduate for relevant specialty	Training logistics managers and project managers
International trade	Training postgraduate for relevant specialty	Training brokers and custom clerks

Notes: take the department of economics & management in Wuhan University of Technology Huaxia college for instance.

Table 3 Training Objectives of Market-oriented Applied Talents

Major	Training Objectives
Business Administration	Junior managers, normal employees
Electronic Commerce	Websites developers, network managers, Website maintenance engineers
Marketing	Salesman, planners, marketing specialist
Information management	system maintenance and development talents
Accounting	Accountants, cashiers and staff auditors
Financial management	Financial Analysts, auditors
Logistics management	Logistics operators, Junior managers
International trade	Internal and foreign traders, declarants, Documents Operators

Notes: take the department of economics & management in Wuhan University of Technology Huaxia college for instance.

3 The Principle and Standard for Classified Training

3.1 The basic principles

The basic principles for classified training of applied talents in independent colleges are meeting

the demands, scientific orientation, classified training and teaching students according to their aptitude.

Meeting the demands means that we, based on the analysis of market demand for talents, establish relevant majors and choose majors strictly in accordance with students' individual as well as their parents' desires to realize talent distribution training and finally to achieve the effect of bringing into full play each one's ability and making the best possible use of talent.

Scientific orientation means we, based on the students' individual and social demands, formulate different training objectives and training plans for different majors and different types of talents in a scientific manner. Meanwhile, we should optimize teaching resources to ensure the smooth realization of training objectives and plans.

Classified training is concerned with how to implement our objectives and plans, including framing and carrying out various kinds of training plans in accord with major class and major field on the basis of major construction planning. In the meanwhile, through the formulation and implementation of detailed schemes of training pattern, curriculum system, curriculum content, educational resources and evaluation system, we can ensure the ordered and coordinated proceeding of various goals of the classified training.

Teaching students according to their aptitude is an important means of classified training. It requests the teachers to conduct discriminatory instruction with a definite purpose in mind via taking students' practical situation and individual difference into consideration. Only by doing this, can the students develop their favorable factors and minimize unfavorable ones so as to achieve excellence. Meanwhile, it has higher requirements on teachers' knowledge and ability.

3.2 The overall standard of classified training

In general, the standard for classified training is on the basis of disparity and classified orientation. It identifies the learning goal of the closest development area geared to students' actual situation by examining and considering the students' psychological demand. In the meantime, the standard is not an absolute and exclusive one. It must be combined with the ideological work and it is neither the study bounds nor the criteria for talents. Therefore, reasonable classification criteria should be based on facts and data as well as on transformation and development. When at the stage of enrolling new students, the grades are a kind of standard; after students' entry into the school, the scores of various tests and examination are another kind of standard; at the end of the sixth term, the various data of the past six terms is also a kind of standard. Good standard affects directly the teaching effect and efficiency of school operating. In addition, it is critical to the smooth execution of classified teaching of public course, basic course and specialized core course.

3.3 The detailed standards of classified training

The main methods of classified training in independent colleges consist of classified enrollment, classified teaching, classified training, which are the three stages of systematic engineering. The classified enrollment is a fundamental stage of classified training, while the classified teaching is a planning and demonstrative stage of classified training, responsible for the reasonable allocation of faculty and planning of teaching resources. The classified training is the operation stage.

The classified training reform in education and teaching is based on the overall experimentation of quality education to design the training pattern according to the individual student's characteristics so as to enhance the teaching quality, to bring students' advantages into full play and to develop students' ability of social practice and innovation. The classified training includes four layers as shown in Figure 1:

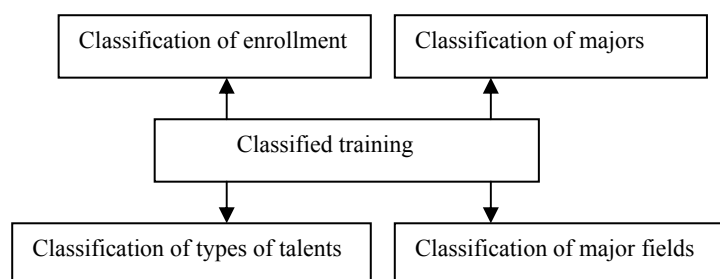


Figure 1 The Four Layers of Classified Training

According to the classified layers, the detailed standards of classified training are shown in Table 4:

Table 4 The Detailed Standards of Classified Training

Classified layers	Standards	Types
Classification of enrollment	Grades, professional tendency, career intention	Ordinary profession, specified profession, learning-oriented advancement
Classification of majors	Grades, professional test, career intention	Business Administration, Marketing, Logistics management, Accounting, Electronic Commerce and so on
Classification of talents types	Market demand for talents, individual vocational planning, overall evaluation	Market-oriented applied talents, major promoted talents
Classification of major fields	profession, post	For example, the major of Marketing divided into Automobile Marketing, Drug Marketing, Real Estate Marketing and the like

Notes: take the department of economics and management in Wuhan University of Technology Huaxia college for instance.

4 The Implementation of Processes and Basic Procedures

4.1 The implementation process of classified training

The classified training is systematic engineering and it takes four years to complete. In the process of enrollment, we should disseminate the fundamental concept and plan of classified training and make an overall control by recruiting students according to the basic categories and each department. After students' entry into the school, a series of tests and examinations are to be conducted to classify them. At the end of the sixth term, based on individual intension and market demands for talents, the students choose major fields. The process is displayed in Figure 2.

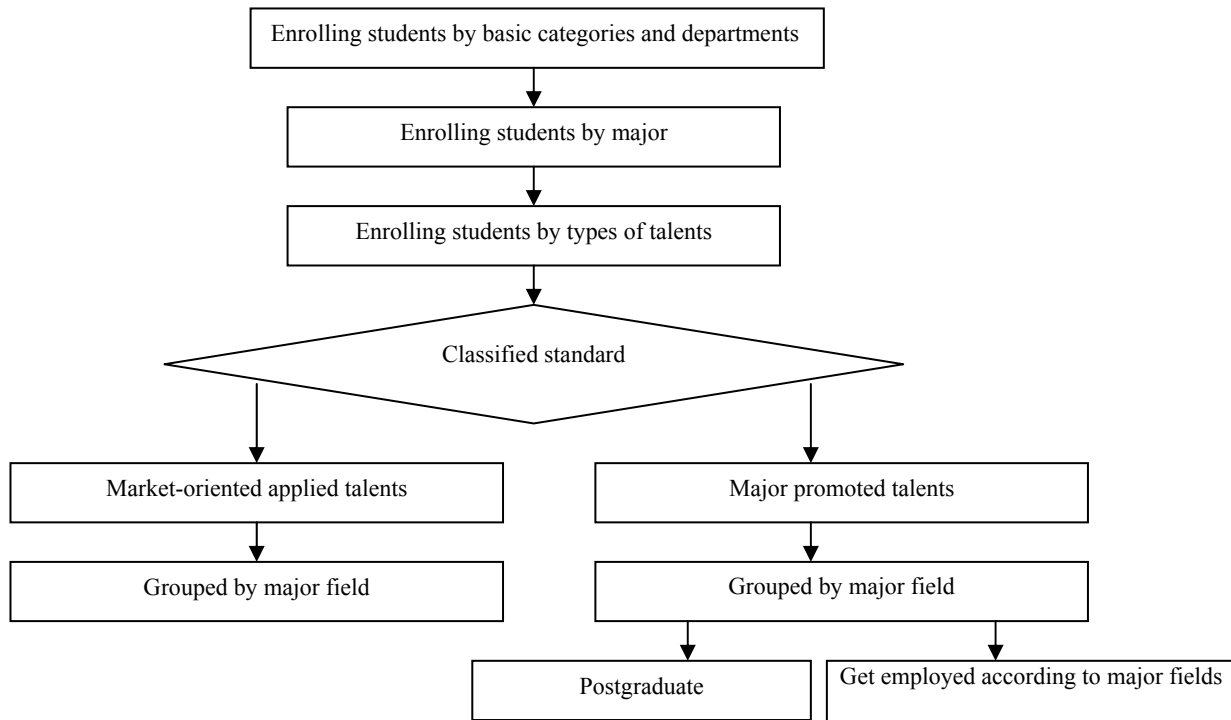


Figure 2 The Implementing Processes of Classified Training

Among the whole process, the third stage is on the basis of the classification of majors. By evaluating holistically students' actual culture base, quality potential, interest and strong points and consulting the social demands for talents and individual planning for vocation, the students are grouped into two types—market-oriented applied talents and major promoted talents. In this paper, the market-oriented applied students and part of major promoted students can be called working type. That

is to say their first aim after graduation is to get a job. The rest part of major promoted students can be called studying type. That is to say their first aim after graduation is to obtain a chance for further study and their second aim is to be employed according to their objective post.

4.2 The basic procedures of classified training

(1) Classifying scientifically by students' individual difference

The student candidates differ greatly in many aspects, so we must classify talents' aim to various types and transfer ultimately the differences of culture base and knowledge structure to the strength of professional skills and major specialty.

(2) Making classified teaching plan based on target orientation

Different teaching plans are to be formulated corresponding to different training objectives. At the same time, Adjusting timely the teaching plan during the process of training contributes to carry out persistently the principle of fitting to use, enough to use and practical to use. To be specific, the teaching plan of public course should embody students' overall knowledge of the course contents. In other words, the students are not classified by the quantity of studying points, but by the difficulty and depth of the key studying points. The basic and specialized courses should be taught in a modularized system. That means the students of different majors and types can choose corresponding modules to study to achieve the basic requirements of talents training within the major field.

(3) Carrying out teaching according to students' characteristics

In the process of teaching, teachers should adjust themselves to students with different culture base and receptivity. Teachers should make an informed choice on teaching contents' difficulty and depth with referring to students' study ability and interest. For example, for market-oriented applied training, integrated teaching should be mainly adopted. That requires the integration of professional theory course, the integration of teaching content and skill training, the integration of theory teaching field and practice field, and the integration of completed test of professional course and skill grade tests.

(4) Classified evaluation on the training results

For a certain course, different types of students have different study emphasis and requirements, so we should not adopt the same standard to evaluate them. In view of evaluation's incitement and orientation functions, two examination papers can be designed for one course to have different requirements. The proportion of theory and practice courses in two training plans is different, so the weighing results of the two course scores determine whether the student is qualified or not. In a word, we should take full advantage of evaluation's incitement and orientation functions in this sector^[4].

5 Conclusions

The students in independent colleges mainly characterize by well-off family background, professional advantages and strong comprehensive ability. According to this characteristics, this paper proposes the classified training patterns for the applied talents in independent colleges, the core of which is to divide applied talents into two types: market-oriented applied type and major promoted type. Then the paper defines the two types of applied talents and expounds the respective training aims. As regard to implementing process, the classified standards of four levels: enrollment classification, major classification, types of talents and major field classification. Based on this, we design the implementing processes of classified training and focus on the basic procedures of classified training including classifying scientifically by students' individual differences, making classified teaching plans based on target orientation, carrying out teaching according to students' characteristics and classified evaluation on training results.

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