

ARTICLE

Research on the Training of Arts Applied Talents in Vocational Colleges Based on Employment

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ABSTRACT

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In the development of recent years, colleges and universities have to face certain challenges and difficulties in the process of training artistic talents due to the influence of teaching conditions, teaching staff and other factors. In the 21st century, the competition for talents has become increasingly fierce. The training of applied talents is an inevitable trend of social and economic development. In order to enhance the core competitiveness of artistic talents in vocational colleges and universities in practice, it is necessary to explore a complete and scientific training system based on the characteristics of employment-oriented and comprehensive applied talents training. To alleviate the difficulty and pressure of the training of application-oriented talents in vocational colleges at present, it can provide an effective reference for the curriculum of higher vocational colleges and fundamentally enhance the core competitiveness of vocational colleges. Based on this, this paper makes a simple research and analysis on the training of art applied talents in vocational colleges and universities based on the perspective of employment.

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1. Introduction

The training of applied talents and the development of productivity at a specific stage are the products of the training of artistic talents in vocational colleges and universities. The purpose of training is to enhance students' professional ability and enhance their practical ability. Provide professional talents for social students.^[1] The training model of talents is the goal of training under the guidance of specific educational ideas, educational concepts, and learning concepts, and the training model of applied talents is the key content of the development of vocational colleges and universities. Its essence is to cultivate high quality, high ability and professional applied talents for social development.

2. Reasonable Setting-up of Arts Specialty Courses Based on Employment Orientation

In the development of science and technology and society, China's education system is constantly developing. At present, we pay more attention to the improvement of human comprehensive ability and overall quality ability in the education system. In the process of training art professionals in vocational colleges and universities, there is a lack of clear training goals, and there is no systematic analysis of factors such as the employment environment of students, resulting in a certain gap between the purpose of talent training and social needs, which caused a large gap between applied talents and actual needs.^[2] The main purpose of artistic talents training in vocational colleges and universities is to provide high-quality professional talents for the society and lay the foundation for the development of students' employment. Based on employment orientation, this paper analyzes the applied talents in vocational colleges and universities, and explores the practical value and significance of the perfect and systematic training system and model. Based on employment orientation, the establishment of professional courses in the arts in vocational colleges and universities is a management model that effectively combines employment orientation and order training majors. This model can not only meet the needs of talents in the employment market. The actual demand of the source market is also analyzed. The employment market and the source market can be effectively integrated and connected.

2.1 Define the Goal and Set the Course Content in a Reasonable Way

By analyzing the current situation of vocational college education in Sichuan, we can see that there are still many

problems and shortcomings in the training of students in vocational colleges and universities. We will strengthen the regulation and handling of the source market, integrate the rational development of the actual situation, and determine the professional courses of art by combining their own strengths, advantages, and hobbies. The art majors in vocational colleges and universities should set up professional courses based on the purpose of training applied talents and based on employment orientation. They must meet the needs of professional positions and achieve sustainable development. In practice, courses should be set according to the development trend of the Sichuan region and the characteristics of the industry, so as to enhance the pertinence, adaptability and integration of professional courses, and to ensure the pertinence, adaptability and development of professional structures. In this way, it can meet the actual needs of social development.^[3]

2.2 Determine the Content and Scientific Application Order Cultivation Model

As an employment-based personnel training model, "order-type training" is a school-enterprise cooperation model. Vocational colleges and universities sign training contracts and agreements with enterprises to determine the purpose and requirements of training, based on the actual needs of employers. Cultivate professional talents. This kind of training mode can make clear the direction for the development of art students in vocational colleges and universities, and effectively solve the employment problem. This is also the inevitable trend of social development. This model can effectively alleviate the problem of unreasonable and lack of science in vocational colleges and universities in Sichuan and even in China. Based on this, the employment-oriented vocational colleges and universities should flexibly apply the "order-type training" model. Reasonable application, and then promote its continuous development.

3. Improve Curriculum Reform Based on Employment Orientation

3.1 Focus on Curriculum Development and Diversification

In the process of training art applied talents in vocational colleges and universities, the course content should be optimized based on the actual situation, and the subject development should be diversified. In practice, we need to analyze the content of courses from different perspectives, promote curriculum reform, integrate the actual needs of students, industries and enterprises, exercise reasonable

restraint in courses, and achieve effective integration of schools, industries and enterprises. We need to pay attention to the development and integration of course content. We can cooperate with companies and industries to provide professional opinions for curriculum reform, build long-term and stable strategic partnerships, and train professional art application talents based on the actual needs of enterprises. Provide professional guidance for the construction of art applied talents training model in vocational colleges and universities, highlighting its value and effectiveness.^[4]

3.2 Transform the Knowledge Standard and Professional Ability Standard

In vocational colleges and universities, the content of the courses for the training of artistic talents is based on employment orientation. The key is the conversion and optimization of courses based on knowledge and vocational skills, and the analysis of them based on professional ability, and the improvement of judgment standards and abilities. We will transform students' vocational ability into curriculum content for students' development, based on vocational ability, reasonably expand teaching content, and develop it based on actual conditions. We will translate theoretical knowledge into practical ability, and improve the curriculum system for art in vocational colleges and universities. Constructing the special training mode of art applied talents in vocational colleges and universities can enhance students' ability of post and career, and thus lay the foundation for students' professional development.

4. Reform Teaching Model Based on Employment Orientation

4.1 Construct Open Teaching Model Based on Employment Orientation

Based on the orientation of employment, it is necessary to construct the training mode of art applied talents in vocational colleges and universities. It is necessary to change the traditional teaching mode, expand the teaching content, provide different teaching methods and approaches for students, and carry out talents training through scientific methods.

In practice, we can improve the existing teaching equipment; provide practical training venues and off-campus internship bases, etc., so as to lay the foundation for the training of art applied talents in vocational colleges and universities. At the same time, we should stimulate students' thinking and exploration ability through practical activities, so that students can master various methods and

techniques in practice, and expand and reform the traditional methods of evaluation of written papers. Through a diversified and open teaching model to set up courses.^[5]

It must be based on the actual situation of students, clearly define the status of students, attach importance to student development, rationally integrate social resources, improve educational evaluation mechanisms, and improve the quality of teaching.

4.2 Promote Flexible School System and Credit System

In the process of training art applied talents in vocational colleges and universities, flexible academic system and credit system can be implemented. This is not only the reform and innovation of the teaching system, but also the perfection and reform of art applied talents in vocational colleges and universities.

In practice, we need to build open and perfect teaching content. By adjusting professional plans, optimizing curriculum settings, paying attention to students' guidance practices, and based on students' learning and actual needs, we need to achieve horizontal curriculum integration or cross-school course selection. Through the flexible points system to evaluate students, and then improve the comprehensive quality of students, for students in the future employment development lay a foundation.

4.3 Implement the "Dual Certificate System" and Innovate the Training Model of Artistic Applied Talents in Vocational Colleges and Universities

The "dual certificate system" is that art students in vocational colleges and universities have obtained graduation diplomas. At the same time, they have also passed the National employment qualification examination for this major and obtained professional qualification certificates. The practice of "dual certificate system" has a certain practical value and significance, and it can fundamentally innovate the training model of art applied talents in vocational colleges and universities.^[6]

4.4 Carry out "Alternation of Engineering" to Cultivate Practical Ability

In order to enhance students' ability to adapt to the market, it is necessary to pay attention to basic ability and practical ability in the process of training artistic talents in vocational colleges and universities, and train applied talents in all aspects and from many angles. Through the "dual certificate system", it can not only meet the actual needs of the employment market. It can also provide students with the opportunity and ability to practice. It can allow

students to learn to use it, effectively integrate theory and practice, explore their own problems and shortcomings in practice, adjust and improve them, and enhance their comprehensive quality in practical ability.

At the same time, we must start from a practical perspective, attach importance to the practical education of art applied talents in vocational colleges and universities, improve vocational skills training, and build a talent education system that matches enterprises, thus improving the quality of applied talents training.

4.5 "Promote Education with Competitions" to Improve Students' Adaptability

In the development of social economy, there have been great changes in the social and economic structure, which has put forward more stringent requirements for the training of art talents in vocational colleges and universities. In this regard, in the process of training art talents in vocational colleges and universities, we must pay attention to the comprehensive quality ability of students.

The school organizes students to participate in various professional competitions and activities, which can improve students' professional skills, expand students' horizons, and understand their own problems and deficiencies in the competition. Exercising through competition will enhance their comprehensive quality ability.

4.6 Implement Employment-oriented Entrepreneurship Education

The construction of artistic applied talents model in vocational colleges and universities based on employment orientation should pay attention to students' entrepreneurship education. To this end, in practice, it is necessary to improve students' professional quality ability through professional courses, build a complete and systematic knowledge framework system through innovative education, cultivate students' innovative ability, attach importance to vocational education, and enhance students' social responsibility. The essence of entrepreneurship education is to enhance students' ability to practice independently, explore students' intrinsic potential, and enable students to have a certain sense of entrepreneurship, entrepreneurial quality, and entrepreneurial psychology.

In practice, students can be organized to visit, visit, or practice in related enterprises and employers, organize social investigation reports, write investigation reports, synthesize students' own research and put forward entrepreneurial plans, and then accumulate certain practical experience for students.

The employment-based entrepreneurship education of art students in vocational colleges and universities can update students' employment concepts, enhance entrepreneurship awareness, lay the foundation for students' future career planning, and is also an effective way to improve the quality of vocational colleges and universities.^[7]

Art students in vocational colleges and universities should conduct entrepreneurial education based on employment orientation and strengthen entrepreneurial training, which can effectively cultivate students' lifelong learning ability, and in practice can strengthen their guidance to students. In their own research, analysis, and practice to continuously improve their professional ability, will also establish correct values, world concepts, can lay a foundation for the continuous development of students.

5. Strengthen the Construction of Teachers' Team and Build a "Double Teacher" Teacher Team

Vocational colleges and universities should pay attention to the construction of teachers in the process of job-oriented applied talents training, effectively integrate "specialized and concurrent" and build a "double-teacher" teacher path. In practice, they must be based on the following points:

5.1 Hire Professional Teachers

We can hire experts and teachers from enterprises, employing units and other relevant departments to strengthen the skills training of students, make up for the problems and deficiencies in the skills training courses through part-time teachers, and improve teachers' professional ability. Through the integration of social and vocational colleges and universities, the professionalism of curriculum teaching is promoted, the content of the curriculum is optimized, and the value and effectiveness of vocational colleges and universities in the employment-oriented applied personnel training model is highlighted.^[8]

5.2 Hire Professional Management Personnel

Vocational colleges and universities can integrate their own development trends, employ professional and experienced employers, improve their teaching, management and scientific research capabilities in teaching practice, and pay attention to the improvement of students' theoretical knowledge and practical ability in practice. To improve and optimize the training mode of applied talents based on employment orientation in vocational colleges and universities, and further improve teaching ability.^[9]

5.3 Improve Teachers' Professional Ability

Organize teachers to visit and study in enterprises and employment units, pay attention to students' psychological education, strengthen post training, and improve teachers' professional ability, thus laying the foundation for the construction of a job-oriented applied talents training model in vocational colleges and universities.

At the same time, vocational colleges and universities should integrate the content of the curriculum, conduct a comprehensive and systematic analysis of teachers' experience, qualifications, and abilities, and identify teachers' qualifications to improve teachers' professional qualities. It will lay the foundation for vocational colleges and universities to build a model of job-oriented applied talents training, and build a group of professional talents with professional ability, high theoretical level and strong practical ability to provide applied art talents for the society. The overall level of vocational education is fundamentally improved.

6. Conclusion

The training of applied talents is the inevitable trend of social development and the main content of the development of vocational colleges and universities. In the process of social and economic development, paying attention to the training of talents and improving students' professional ability can maliciously provide professional talents for the society and meet the actual needs of social development. The Art students in vocational colleges lack vocational planning and knowledge education for lifelong employment in education. The employment-oriented training model can be based on the employment of students and carry out career planning analysis for students. To enhance the ability of students to change positions and change functions, to systematically educate students in the development of comprehensive occupations, to enhance students' lifelong student capabilities, and to effectively promote students' employment, career selection, and innovation capabilities. This is for the development of students. The

progress of society has important value and significance.

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