

Discussion on the Mode of "Campus Dual Tutor" in Talent Training of Local Colleges

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Abstract

The orientation of local application-oriented colleges is to train high-quality technical talents for local social and economic development and to serve local economic development. It is the mission and way of survival for local colleges to connect with local industrial clusters and to promote the development of superior industries. On the basis of analyzing the present situation of the cooperative teaching mode between universities and enterprises in China, this paper puts forward the campus dual tutor training mode for applied undergraduates. To solve the problems of insufficient depth, breadth and stability of school-enterprise cooperation, weak enterprise initiative, and inability of the school to comprehensively monitor, so as to improve the quality of talent training.

Keywords

Campus dual tutor; Local colleges; Talent training.

1. Introduction

In recent years, the adjustment and reform of industrial structure need the corresponding transformation of talent structure, especially more high-quality engineering and technical personnel, especially in traditional industries. The orientation of local application-oriented universities is to train high quality technical talents for local social and economic development and serve local economic development. Docking with local industrial clusters and promoting the development of advantageous industries are the mission and survival of local colleges and universities.

In order to meet the needs of local economic development, the research on application-oriented undergraduate education is increasing, which mainly focuses on the following three aspects: first, the exploration and research on the long-term mechanism of application-oriented undergraduate school-enterprise cooperation; The second is to discuss the key and core issues of the university-enterprise cooperation in application-oriented undergraduate cooperative education, such as the lack of depth, breadth and stability. Third, research on the innovation and development of school-enterprise cooperation models such as "order-type" talent training model, "2+1 type" talent training model and "exchange type" talent training model. For applied undergraduate education abroad, the research on school-enterprise cooperation can be generally classified into two categories: one is about apprenticeship, the other is about cooperative education.

It can be seen from the above that the mode of "combination of industry and learning and school-enterprise cooperation" is mostly adopted in talent training for application-oriented universities at home and abroad, which can not only give full play to the advantages of schools and enterprises, but also jointly cultivate talents needed by the society and the market. It is one of the win-win modes for universities and enterprises. However, the current school-enterprise cooperation is not deep, wide and stable enough, the enterprise initiative is weak, the proportion of teachers is not coordinated, the quality of teachers is low, the enterprise talent

training system is not perfect, the school curriculum reform is not in place and so on. This paper puts forward the talent training mode of "campus dual tutor" as the supplement of school-enterprise cooperation mode to make up for the above deficiencies, in order to improve the quality of talent training.

2. Problems Exist in School-Enterprise Cooperation Mode

2.1. Structure Proportion and Quality of Enterprise Tutor

School-enterprise cooperation talent training mode is a highly unified teaching, is a high degree of combination of theory and practice, in the structure of teachers, school tutors and enterprise tutors in the same important position, proportion should be coordinated allocation. But at present, the local applied undergraduate colleges and universities and enterprises cooperation still stay on the surface level, the two sides in the talent training scheme formulated and applied research aspects of communication is obvious increase, but the essence of the lack of deep into, many companies into its own interests, not willing to let the real excellent technical personnel to undertake practice teaching tasks. As a result, there is a serious shortage of corporate mentors. In addition, enterprises use ordinary technical personnel as practice mentors, whose technical ability is poor, and undertake specific enterprise daily work. They almost have no time to guide students to practice, even guidance, guidance quality is poorer. There is no guarantee to improve students' practical ability.

2.2. Enterprise Personnel Training System Is Not Perfect

The mode of university-enterprise cooperation in talent training requires universities and enterprises to jointly formulate talent training plans, and in the process of implementation, both sides are required to cooperate closely to complete the theoretical and practical teaching tasks of student training. At the present stage, there are serious problems in the practical teaching process of enterprises, such as: the implementation of practical teaching in accordance with the formulated talent training plan, so that students can not systematically exercise practical ability; When students enter enterprises, they are assigned to work according to workers, which greatly reduces their learning time. Enterprise production adjustment, resulting in students practice and theoretical learning is not related, and other problems, seriously affect the quality of student training.

2.3. Curriculum System Reform Is Not Enough

The reform direction of university-enterprise cooperation personnel training mode has two different reform directions: complementary orientation and integration orientation. The complementary orientation is that the cultivation of enterprise practical ability is the supplement and extension of theory teaching and quality training in school, so that it can assist the teaching process in school and strengthen practical exercise. Integration orientation is based on fully affirming the independence of enterprise practical ability cultivation, so that the theory teaching content and practice content are integrated with each other, effectively improve the transformation from theory to practice. But now most of the talent training programs in colleges and universities take enterprise practice ability training as the supplement of theoretical learning courses to verify theories, rather than the innovative application of theories. As a result, when students go to work, a lot of knowledge does not match the needs of enterprises and they cannot use the knowledge they have learned. Even if they have learned useful knowledge, they also do not know how to apply theoretical knowledge into practical application.

3. Construction of the Mode of "Campus Dual Tutor"

On the basis of analyzing the present situation of the cooperative teaching mode between universities and enterprises in China, and makes up for the deficiency of the "cooperative teaching mode", this paper puts forward the talent training mode of dual-tutor system. Application-oriented undergraduate students are equipped with two tutors, namely, theoretical innovation design tutors and practical tutors. Theoretical innovative design tutors guide students in innovative design, improve students' professional theoretical literacy and innovative thinking; The practical tutor guides students to carry out machining, finishing and testing to improve students' application ability. Through the organic integration of dual tutors in the university, with the goal of cultivating "application-oriented" talents, guided by discipline competitions, and centering on the cultivation of students' basic professional skills, engineering practice ability and technological innovation ability, the sustainable development of application-oriented undergraduate students is carried out. The construction of campus dual tutor talent cultivation mode in the university starts from the following aspects:

3.1. Problems to Be Solved in The Construction of Dual-Tutor Model

The training of talents in local application-oriented colleges serves for local economic development. Therefore, the development of talent training programs should be employment-oriented, requiring application-oriented undergraduate students to realize the transformation from planned training to market-driven, from the traditional academic to the new engineering technology, so as to focus on solving the following problems: One is to deal with the skills of students and market demand; Two, deal with the effective integration of innovation and skill; Third, the sustainable development of new engineering talents training.

Based on the above problems, colleges and universities are required to make targeted talent training programs, including talent training objectives, ability requirements and curriculum system, on the basis of fully investigating the characteristics of local industries and job demands of the industry, so as to effectively connect talent training with market demand. The school needs in-depth cooperation with industrial enterprises to introduce basic, practical and innovative topics or cases into the school curriculum system, so that students can achieve zero contact with industrial knowledge and practice, and realize the effective integration of innovative and skilled personnel training. The school has established an effective communication mechanism with the industry and enterprises, so as to update the talent training plan in time and solve the problem of sustainable development of new engineering talent training.

3.2. The Construction of Teachers Team

The level of teachers is the key factor to determine the quality of education. To establish a faculty team with dual mentors on campus, the whole faculty can be divided into two categories: theoretical innovation instructors and practical instructors. The theoretical innovation instructors shall be the main teachers of the school courses. In principle, they are required to have a postgraduate degree or above, have rich professional knowledge and pedagogical knowledge, and have worked or practiced in enterprises. Pass the national examination and obtain the corresponding certificate. The practical instructor shall be the school experimenter or the teacher who undertakes the enterprise project. In principle, the teacher should have the local industry work experience, rich practical experience, and undertake the actual enterprise project or the industry-related industry project. In this way, the dual-tutor system can be an effective supplement to the "dual-tutor" talent training mode of school-enterprise integration, and can combine theory with practice to cultivate high-quality technical talents.

3.3. Construction of Curriculum System

Curriculum is the core of all educational activities. The cultivation of innovation ability and practical ability is project-centered. There are many issues involved, such as: where the project comes from; What kind of projects to develop; How to develop projects and so on.

Establish the theoretical innovation design tutor training system and practical training processing tutor training system, "problem-oriented" teaching method, project teaching, class competition integrated teaching, case teaching, discussion teaching and so on into the teaching activities, so as to make the curriculum more practical. So that the basic knowledge is applicable, professional basic knowledge is enough, professional knowledge is effective.

4. Conclusion

Focusing on the problems existing in the school-enterprise cooperation talent training mode, such as the insufficient proportion of teachers, the low quality of teachers, the imperfect enterprise talent training system, the school curriculum reform is not in place and so on. This paper puts forward the "double tutor" system as a supplement to the school-enterprise cooperation talent model to make up for the above shortcomings, and discusses the problems to be solved in the double tutor system training model, the construction of the double tutor system teaching staff, the construction of the double tutor system curriculum system, in order to improve the quality of talent training.

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