Research on the Talent Training Mode of Economics Major in the Context of Integration Production and Education

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Abstract—Firstly, it introduces the current situation of talent training mode of economics major in the context of integration production and education. Then, it analyses the current situation and the cause of the problem of the cultivation mode of economic professionals in colleges and universities. Finally, the cultivation mode of economic professionals in colleges and universities under the background of industry and education integration is constructed.

1 Introduction

General Secretary Xi was clearly stated in the report to the 19th CPC National Congress “We will improve the system of vocational education and training and deepen the integration of industry and education” [1]. To give priority to the development of education, the primary goal of education is to cultivate talents, while higher education should deepen the integration of industry and education [2]. The cultivating economy class professionals mainly to the enterprise and the government and other relevant departments to provide talent, economic occupy the important position of professional education in the university stage, so in the cultivation of talents should be more inclined to cultivate the students' practical ability, especially the ability to solve the problem in colleges and universities developed economic class professionals there to fusion does not match with the industry post ability problem, this paper aims to through these problems puts forward the integration of economy class professional production and education personnel training mode of building strategy.

2 THE CURRENT SITUATION OF THE CULTIVATION MODE OF THE CULTIVATION MODE OF ECONOMIC PROFESSIONALS IN COLLEGES

2.1 The government and enterprises have little intervention in school-enterprise cooperation

The government and enterprises in university-enterprise Cooperation personnel training to develop participation is insufficient, enterprise in this link is only for the colleges and universities to provide the labor standards of choose

and employ persons, was not involved in the talent training scheme of link, lead to cultivate students need to attend school need to training or learn to master train an apprentice system duty. School just according to the government of the relevant documents and the enterprise standard of choose and employ persons to determine economic class professional talents training target, cannot have a thorough understanding of social needed professionals demand trends, cause the education of students' ability of have certain hysteresis, fail to work. At the same time, the school did not link the economic theory with the changing economic reality and did not set the personnel training target according to the needs of local economic development, which led to the disconnection between the personnel training target of economics and the needs of local economic development.

2.2 Lack of practical teaching links

Students will enter the society after graduation school learned knowledge applied to practical work and students can apply knowledge to practice, the training of specialists in the field of economics in colleges and universities serving local economy has a great deal of meaning, which requires the combination of theory and practice, some colleges and universities economic theory from the change of economic reality, and economic realities is helpful to improve economic theory, the two complement each other, promote each other. However, some local colleges of economics less contact with the local government enterprises and institutions, students just accept knowledge transfer in the campus, into the practice of the enterprises and institutions for fewer hours. This has brought about two negative effects: one is that the economics talents cultivated by the school are disconnected from the talents needed by local government enterprises and institutions; the other is that the students

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are weak in practical ability and do not know how to relate the knowledge they have learned to reality, which makes them at a loss when looking for a job after graduation[3].

2.3 The depth of curriculum and campus training base development is not enough

In terms of curriculum, the economy and profound professional theory, the proliferation of new progress in theory, but some colleges and universities in the theoretical teaching theory knowledge taught by the depth. At the same time, not the profession front dynamic information is passed to the student, this is bad for students to in-depth study economics theory knowledge while at many colleges and universities set up the profession's online courses to broaden students' horizons, but online class quality is less, mainly offline courses, for students to learn. At the same time, for the student training base built in the school, due to the limited funds of the school, a large number of training equipment and software cannot be updated in time for a long time, which makes it difficult for students to use the latest software and equipment after graduation.

3 A CHRONIC PROBLEM

3.1 There is a gap between professional training objectives and job skills requirements

Each college talents training target plan there is a common characteristic, value theory to develop a lack of practice in the theoretical study of too pursuit of theory research, actually the difference in their practice ability and the professional post ability request, learning knowledge at the same time there is no update, lack of timeliness, so the students employment, work units need further training to meet there operating post[4]. On the other hand, many colleges and universities increased the practice teaching link in time, but still increase the practice of using simulation teaching software in the school or the virtual simulation teaching method implementation of practice teaching, so that students while improve the degree of the combination of knowledge and practice, students are still unable to really understand the industry situation, and don't have access to the enterprise need, the development of new technology and new equipment to post skill also constantly improve, and these new development and changes can not be timely reflected in colleges and universities.

3.2 Practical courses are mere formality

Universities economic practice class specialized courses in general the total accounted for less teaching hours, the practice course is designed to exercise the students' practical ability, is applied to the practical application in the enterprise, but in fact become a mere formality of practice courses of universities, students are not really realize its importance, not learn the essence of the real main reason is no accurate practice curriculum teaching

goal and objective, concrete experiment contents of no and the professional capacity requirements and curriculum teaching goal is consistent, individualized or experimental curriculum is too strong, and the lack of performance evaluation, it is difficult to evaluate the practical effect of experimental teaching. Therefore, the practice teaching link needs a set of feedback system and evaluation index system to ensure that the training of experimental practice ability matches with the requirements of professional post ability.

3.3 The process of talent cultivation is disjointed between teaching and learning

On the society at present in colleges and universities to teacher's evaluation standard based primarily on the teachers' scientific research level, the teachers on the basis of these criteria evaluation rating of wages, so the teachers are in most of the time for their scientific research level of published papers and declare project level, less time in teaching, so a lot of outstanding teachers' scientific research level, but not enough teaching level, even to the course syllabus are not familiar with, only teach yourself familiar with the contents of the teaching process, not form a whole system, the basic ignore the cultivation of the students application ability, the teaching effect is difficult to meet the requirements of talents training target. However, for most students, the main purpose of learning is to pass exams. They fail to realize the importance of vocational ability requirements, and fail to go deep into the communication between teachers and students, which leads to the mutual indifference between teachers and students, leading to the serious disconnection between teaching and learning, and the quality of teaching and learning cannot be guaranteed.

4 CONSTRUCTION OF PERSONNEL TRAINING MODE FOR ECONOMIC MAJORS IN UNIVERSITIES UNDER THE BACKGROUND OF INDUSTRY AND EDUCATION INTEGRATION

4.1 The basic principles of the construction of the cultivation mode of economic professionals in colleges and universities by integrating industry and education

4.1.1 Take employment as the goal to cultivate the principle: Economy class professional talent training matters on the trend of the development of the international economy, in the curriculum teaching implementation and teaching staff construction in employment as the guidance, with the social and economic development in the direction of the consistent with the specific requirements of talent at the same time, also want to pay attention to the needs of the students choosing a career in the future, should not only make the student to obtain the necessary knowledge and skills, the

current employment should also cultivate their ability to continue to learn and improve[5].

4.1.2 Quality education is the basic principle: The personnel training of economic major is based on the national quality education. The implementation of teaching activities and the evaluation of management teaching based on the orientation of professional training objectives are based on the cultivation of students' practical and innovative ability and the cultivation of students' foreign trade business ability as the main line.

4.1.3 The principle of combining theory with practice: Economics major is a major with strong theory and practice. The combination of theory and practice is the basic way to cultivate applied talents in economics major.

4.2 The construction strategy of combining industry and education with the cultivation mode of economic professionals in colleges and universities

4.2.1 School - enterprise teaching integration strategy: By introducing entity enterprise in campus, education depth fusion, make the enterprise production activities and the integration of college practical teaching activities, classroom implementation practices and production site and as far as possible, thus to some extent, solve the has plagued university-enterprise cooperation deals with the problem of the interests of the appeal, laid a solid foundation for the cooperative education between colleges our provides two ways for the enterprise into the campus, namely into the garden and education construction of productive practice base, the first way for more enterprises, can maximum limit maintain continuity and stability of the enterprise production[6].

4.2.2 Reform strategy of professional curriculum system: Select the Columns icon from the MS Word Standard toolbar and then select "1 Column" from the selection palette. Curriculum is the core of talent training,

to cultivate conforms to the social needs of the international trade talents, must from the perspective of professional post, based on the position of commonness and individuality characteristic, develop and post identical cultural quality of professional skills, professional theory course system[7]. Through the analysis of post knowledge ability, training target, work out and post business needs to maintain consistent curriculum system, the theory of international economic and trade professional training courses and quality education course closely combining these three aspects, it made students to meet the needs of society.

4.2.3 The strategy of building the practice base inside and outside the school: Practice base is an important platform to carry out the practice teaching of the campus to be combined with the actual college practice base construction, use their advantages to carry out the practice teaching of colleges and enterprises on the basis of perfecting the school practice base construction, through the cooperation between colleges expand off-campus practice base, solid hardware platform for the students' practical ability training outside school practice bases to both teaching and research technology development training and students employment, and other functions.

4.2.4 Design of the implementation plan for the integration of production and education in colleges and universities: To change the default, adjust the template as follows. In order to carry out the cultivation of industry-education integrated talents in colleges and universities, the first step is to conduct in-depth research on enterprises in economic industries, understand the industry rules and the ability requirements of talents in combination with the arrangement of practical teaching links of cultivation schemes, and re-plan the practical teaching links system of industry-education integrated teaching links centering on the goal of improving the quality of school-enterprise cooperation, see Table 1.

Table 1: The cultivation system of practical teaching talents for the integration of production and education

Stage Culture	Course Practice	The integration of production and education	Practice Objectives	Technical Support Unit	Tube machine control system
Freshman Year	Understand the internship and the content of the internship	Give a lecture or visit a business	Know the direction of economic industry	Specially engaged enterprise lecturer and enterprise unit	The trainee teachers led the team and industry experts carried out a cooperative visit to the off-campus practice base
Sophomore	Practice sessions within the school curriculum	The school simulated the practice course and began to adopt the mode	Learn the practical application of professional courses	Campus enterprise practice base and off-campus	Sign school-enterprise cooperation agreements and introduce enterprises into the school for training

		of school- enterprise cooperation		cooperative enterprise unit	
Junior	Conduct professional practice	We began school- enterprise cooperation in on-campus professional practice training and off-campus post training	Students enter the enterprise to understand the corporate culture management system and practice	Off-campus practice base enterprise unit	The school will connect the students to the practice unit, the enterprise will evaluate and inspect the students
senior	Industrial Application practice	Outside the school disperses decides the post practice	To prepare for graduation and employment	Combine employment dispersal practice	The school implements the internship tasks and adopts the tutorial system to guide

The fusion education practice teaching the design of the talent cultivation system adopt the method of step by step, make students at the university of four years gradually cognition on the industry, the enterprise to understand somewhat, to let the students quality and practice ability gradually improve, gradually to meet the needs of enterprises the ability of students to a freshman for cognition practice stage, lets the student to the enterprise has the visual perceptual knowledge fusion sophomore students was made on the implementation of the campus training phase, the phase of the internship practice belong to enterprises into the campus, is carried out step by step teach fusion when the innovation of the personnel training link junior student is outside the implementation stages of fusion education personnel training It is an important link for students to enter enterprises and further deepen the reform of integrating industry and education with talent cultivation. In the senior year, it is the stage of decentralized internship outside the university. Students are encouraged to be good at integrating their own knowledge and abilities in this stage.

5 CONCLUSION

The integration of industry and education is a necessary way to train economic professionals in colleges and universities. The integration of industry and education can deepen students' cognition of the industry, broaden their horizon, and train their working ability and professional quality of knowledge integration in practice. In short, the fusion between production and education personnel training quality of ascension space also is very big, need to further perfect the training mode in practice of planning and control mechanisms, integration education for the students to master the theory of economic.

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