

Research on the Construction of Applied Talents Training System in Colleges and Universities Adapting to the Development of Big Data

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Abstract: With the gradual deepening of the reform of higher education, many universities pay more and more attention to the cultivation of applied talents. However, affected by various factors such as university positioning and curriculum settings, there are still some problems to be solved in the training of applied talents in universities, which can't meet the requirements of big data development. Based on this, this article analyzes the problems existing in the training of applied talents in colleges and universities under the background of big data, and proposes ways to build a talent training system for reference.

Keywords: Big Data; Colleges and Universities; Applied Talents; Training System; Construction

Nowadays, the development and application of various technologies such as big data technology has provided new ideas for the cultivation of applied talents in colleges and universities, and provided a technical guarantee for teaching reform. It is the inevitable development of the times to cultivate application—oriented talents that adapt to the development of big data in college teaching, and it is the important and difficult content of teaching.

1. Current problems in the training of applied talents in colleges and universities

1.1 Inaccurate professional positioning, dislocation of training objectives and processes

Judging from the current situation, the most obvious problem in the training of applied talents in colleges and universities is the inaccurate professional positioning. College education attaches great importance to the training of students' professional skills, so that students can be better employed in the future. Although the society now has a great demand for applied talents, some colleges and universities still have the problem of inaccurate positioning in the professional setting, and some colleges and universities do not consider the market demand in the professional curriculum setting. At the same time, some colleges and universities have not formulated clear training goals, and these can easily lead to deviations between talent training and actual needs. The enthusiasm for participation in various industries and enterprises is not high, and university teachers do not have enough time to go out. Therefore, they can't systematically grasp the professional prospects and market needs, and they have not grasped the effective methods and means of application—oriented talent training, so they cannot develop practical talents. Talent training program.

1.2 The setting of the curriculum system is unreasonable, and the quality of the teaching staff needs to be further improved

The establishment of a scientific and reasonable curriculum system is one of the main factors for talent training. However, many colleges and universities are not very scientific in setting up applied talent training curriculum systems, which are embodied in the following aspects: First, some colleges and universities set up to

attract more students' attention. Some majors that are not suitable for the development needs of enterprises are not suitable for the development of enterprises. These majors have poor practicability and have no obvious competitive advantages. Second, the professional courses set by many universities do not comprehensively consider social needs, and the courses set are not too theoretical. That is, the development prospects are not particularly good. Colleges and universities have not paid enough attention to the setting of practical courses, and the thinking of emphasizing theory and ignoring practice still exists, which cannot meet the needs of application-oriented talent training.

In addition, from the perspective of the structure of the teaching staff of universities, there are also some problems. Although some teachers themselves have very rich theories, they have relatively little practical teaching experience, and the content described has little connection with the needs of the company's position. In addition, some teachers are also interns who have just graduated from colleges and universities, and they have very little practical experience. If they have not undergone a stage of pre-job training, they will not be able to implement targeted teaching, so that students' professional courses can stay on the surface. Unable to meet the requirements of application-oriented talent training.

1. 3 The practical teaching environment needs to be improved and lacks diversified evaluation indicators

To cultivate the applied talents needed by the society, it is necessary to create a practical teaching environment that is conducive to the cultivation of talents. If there is a lack of a good practical teaching environment, the cultivation of applied talents will be hindered. Nowadays, many colleges and universities have established good cooperative relations with some companies, and companies have become one of the places for students to practice and learn. However, due to the consideration of corporate trade secrets, companies generally do not allow students to contact some very critical businesses. Or the relevant personnel of the enterprise themselves have to complete a lot of work, and there is not enough time to guide the students, just let the students do some simple tasks, which leads to a mere formality in practice teaching. At the same time, some colleges and universities lack some software facilities and equipment for practical teaching, and teaching activities have not realized the effective integration of inside and outside the school. Students usually complete the prescribed practical tasks according to the arrangement of the teacher.

In addition, some colleges and universities have not established a comprehensive multi-evaluation index system. From the perspective of students, the traditional single evaluation method still used by colleges and universities only values students' test scores, especially theoretical scores. Theoretical assessment scores account for a high proportion, and they do not conduct comprehensive assessments on students' skill levels, application abilities, etc. Lack of scientific and effective evaluation standards. From the perspective of teachers, the evaluation indicators set are only to check whether students have completed the learning tasks as required, and do not examine the students' completion, problems encountered or attitudes, etc. The evaluation subject is also very single, and the teachers are subjective. Judgment is the mainstay, which results in students not being able to judge whether the trained talents meet the needs of the market.

2. Analysis of the construction approach of the application-oriented talent training system in universities adapted to the development of big data

2.1 Accurately locate majors and goals, and build a complete curriculum system

Colleges and universities should have an in-depth knowledge and understanding of their own development reality and social needs, and on this basis, they should accurately position their majors and goals. In the setting of the curriculum system, it is necessary to link professional course knowledge with actual positions, increase the proportion of network information technology, big data technology and other courses, continuously enrich students' professional knowledge and improve their professional skills. At the same time, we must do a good job in reorganizing and optimizing the curriculum. For the cross-border e-commerce major, international trade, e-commerce, etc., can be combined sufficiently to establish a curriculum system with more competitive advantages. According to the needs of enterprises and the status quo of colleges and universities, multi-

dimensional courses are set up, and the development of students' big data technology and network information technology concepts is emphasized, and these technologies can be used to accurately position the consumer market and consumers at all levels.

2.2 Establish a team of high—quality teachers and increase school—enterprise cooperation

The training of applied talents in colleges and universities based on the big data environment will inevitably be inseparable from professional teachers, which is the key to the implementation of teaching. Therefore, colleges and universities should form a team of high—quality teachers and update talent training programs. At the same time, colleges and universities must strengthen the training of the teaching staff, support and encourage teachers to carry out guest samples, organize professional academic exchange activities, and continuously improve the overall quality of the teaching staff.

In addition, colleges and universities must increase school—enterprise cooperation and establish special training bases. The cultivation of application—oriented talents requires practice. Colleges and universities should further upgrade and replace the existing training facilities and equipment in the school, strengthen cooperation with enterprises, and build an off—campus training base. It is necessary to give full play to the functional advantages of practical training and teaching bases inside and outside the school, and implement practical teaching in depth.

In the construction of the application—oriented talent training system, entrepreneurship and innovation guidance is a very important content. It is necessary to use network advantages, modern big data and other new technological advantages to explore various types of resources and build a docking platform. Use typical cases to tell the story of innovation and entrepreneurship. Correctly interpret the misunderstandings in it to point out the direction for innovation and entrepreneurship. Provide systematic guidance and increase publicity and education. Organize students to participate in innovation and entrepreneurship competitions related to their major, or combine the knowledge acquired by students in classroom learning and practical training, and tap resources on their own with the help of technology and platforms. Taking cross—border e—commerce as an example, students can open an online store on an online platform by themselves. When the scale reaches a certain target, teachers can let students practice entrepreneurship by opening a physical store to improve their ability and level of entrepreneurship. In addition, it is necessary to provide a good “crowd—creation space” for all professionals, with the help of various resources available in colleges and universities, and set up special office areas for students to facilitate students' innovation and entrepreneurship practice.

3. Conclusion

All in all, if colleges and universities want to cultivate application—oriented professionals who meet the needs of big data development, they need to analyze the problems in actual teaching, accurately locate majors and goals, and build a complete curriculum system. Build a high—quality teacher team, and increase school—enterprise cooperation. Strengthen guidance on entrepreneurship and innovation, and conduct diversified evaluations to achieve the goal of training applied talents.

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