

Research on Talent Cultivation of Local Applied College Students and Local Economic Development

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Abstract: With the transformation of China's economic growth mode from rough to intensive, from the emphasis on scale and speed to the pursuit of high quality and efficiency, and from factor investment-driven to innovation-driven, the local applied universities should develop in synergy with the regional economy and make progress in a coordinated manner. The concept of synergistic development of applied university education and regional economy points out the positioning of innovation and entrepreneurship talent cultivation objectives and reform direction of applied universities, based on the actual problems of innovation and entrepreneurship talent cultivation in local applied universities, from positioning the innovation and entrepreneurship talent cultivation objectives to serve the regional economic development, constructing the curriculum content system coordinated with the development of regional economy, and coordinating regional resources to build a diversified entrepreneurship practice platform. It discusses the path of innovation and entrepreneurship talent cultivation in local applied universities which is deeply connected with regional economy, positively interacted and synergistically developed.

Keywords: Entrepreneurship, training, Regional economy, Collaborative development.

1. Introduction

Local applied universities cultivate "dual-creation" talents with innovation and entrepreneurship ability and outstanding practical skills for the regional economic development is the manifestation of the sense of social responsibility, mission and positioning of applied universities, and it is an important initiative to highlight the advantages of the regional economic characteristics, lead the innovation of production technology of industrial enterprises and promote the optimization and upgrading of local industrial structure. The development of regional economy also guides the applied universities. Regional economic development also guides the transformation and development of innovation and entrepreneurship talent training mode of applied universities. The optimization and upgrading of regional industrial structure, the adjustment and innovation of production technology, and the rise of innovative industries will lead to fundamental changes in the scale of demand for

regional occupational positions, the quality structure of human resources, and the employment standards of industrial enterprises, which will bring theoretical leadership, policy drive and development opportunities for the positioning of innovative and entrepreneurial talent training objectives, the formulation of cultivation programs, and the construction of curricular resources in universities of applied sciences. The optimization of regional talent structure, the growth of talent scale and the improvement of talent quality will lead the injection, flow and convergence of other innovative resources and elements, and realize the high-quality and balanced development of the regional economy and sustainable innovative development.

2. Problem

2.1. Insufficient Cultivation Resources

In terms of cultivating innovative and entrepreneurial talents, the main problem faced by applied universities is the lack of standardization, systematization and foresight of teaching resources. At present, these universities fail to effectively combine teaching resources with the deep docking of regional economy, the transformation and upgrading of local industrial structure, and the needs of serving local industrial enterprises, and at the same time, they fail to process, integrate and optimize teaching resources with full consideration of factors such as professional characteristics, characteristics of the student source, characteristics of higher vocational education and regional economic characteristics. In addition, applied universities have also failed to efficiently integrate the advantageous information, logistics, capital and technology resources of the government, universities, enterprises and industries. Therefore, the channels for optimal allocation and reciprocal sharing of resources have to be further broadened. In order to solve these problems, universities need to strengthen cooperation with the government, enterprises and industries, make full use of the advantageous resources of each party, and jointly promote the cultivation of innovative and entrepreneurial talents.

2.2. Insufficient Cooperation with Local Governments

In local applied universities, as the main institutions for training innovative and entrepreneurial talents, common forms of cooperation with regional partners include the joint establishment of internship and training bases and order-based training. However, these collaborations often have some problems, such as short cooperation time, shallow level, scattered subjects, imperfect mechanism, as well as the connotation of cooperation to be further improved. At present, the talent cultivation mode in which local applied universities, industrial enterprises and regions work individually can no longer meet the diversified and all-round demand for innovative and entrepreneurial talents in terms of knowledge structure, comprehensive vocational quality and innovation ability in regional economic development, industrial restructuring and local industrial markets. Therefore, it becomes crucial to build a talent cultivation mode that is closely connected with the regional economic development, local industrial transformation and the needs of industrial enterprises, and can adapt to the changes. In addition, some university-enterprise cooperation research projects fail to accurately grasp the development trend of regional economy, the direction of local industrial restructuring and the actual needs of industrial enterprises. This has led to the low economic efficiency of these research projects, low conversion rate of scientific research results, long conversion cycle, and limited market acceptance.

2.3. Outdated Training Concept

Some applied universities lack long-term vision and strategic thinking in treating the importance of innovation and entrepreneurship talents to the transformation and upgrading of regional economy.

They only regard innovation and entrepreneurship courses as a supplement to the second classroom and a training space for skill competitions. This approach leads to the phenomenon of "separation of knowledge and practice" in the training of innovation and entrepreneurship talents, i.e. theoretical knowledge and practical operation are not effectively combined. Although schools focus on theoretical education at the spiritual level, students are relatively inexperienced in entrepreneurial practice. In addition, the integration of innovation and entrepreneurship education with professional knowledge and skills is also insufficient, and students tend to pay more attention to credits, scholarships, assessment and evaluation of excellence when studying innovation and entrepreneurship courses. In addition, there are some problems with incubation places, crowdsource spaces and other facilities in applied universities. Their blind pursuit of scale expansion and benefit enhancement has led to the operation of these venues being too procedural, utilitarian and formalized. Therefore, we need to change and strengthen the concept of innovation and entrepreneurship education in order to better cultivate excellent talents with innovative spirit and entrepreneurial ability, and make greater contributions to the transformation and upgrading of regional economy.

2.4. Unclear Regional Orientation

At present, in the cultivation of innovative and entrepreneurial talents, there is a lack of overall planning and top-level design of "university, enterprise and government" collaborative education in applied universities. In addition, the lack of policy guidance also restricts the development in this area. In addition, the connection between talent training and regional high-quality resources, jobs and entrepreneurial opportunities is not smooth enough, resulting in talents not being able to meet the needs of regional development. In terms of talent cultivation program, curriculum system and target orientation, the matching degree with the advantageous characteristics of regional economic development and the direction of transformation and upgrading of local industries needs to be improved. Finally, the match between talents and the innovation and entrepreneurship ability, industry background and practical skills required by industry enterprises in the region also needs to be further strengthened to improve the regional orientation of innovation and entrepreneurship talent cultivation.

3. Methodology

3.1. Orientation to Serve the Regional Economic Development of the University Students Training Objectives

For the cultivation of innovative and entrepreneurial talents in China's applied universities, the existing entrepreneurship models are mainly divided into three types: upgrading type, universal type and targeting type. The core concepts of these models are all student-oriented, emphasizing that they start from the structural level of students' knowledge system, cognitive development laws and thinking style characteristics, and aiming at serving regional economic development. Applied universities should rely on the entrepreneurial practice and nurturing platform, and devote themselves to cultivating talents with innovative and entrepreneurial abilities, deep industry backgrounds and outstanding practical skills. These talents should be able to promote the organic connection between the local education chain and talent chain and the regional industrial chain and innovation chain. In the process of cultivation, we emphasize the shaping of industrial personality, the enhancement of the level of innovation perception, and the highlighting of the spirit and inner culture. Teaching resources for innovation and entrepreneurship should be authentic, extensive and track the cutting edge of the times. These resources should be in line with the laws of vocational education, the laws of growth of technical and skilled talents, and the original cognitive level and unconscious psychological characteristics of students. This provides conditions and guarantees for the comprehensive

development, all-round development and personality development of students. In the process of innovation and entrepreneurship teaching, attention should be paid to cultivating students' self-motivation, self-control and self-supervision abilities. This helps to realize all-round and whole-process training of innovative and entrepreneurial talents, including entrepreneurial spirit, general knowledge of entrepreneurship, entrepreneurial concept and entrepreneurial ability.

3.2. Building A Diversified Platform for Entrepreneurial Practice

The entrepreneurship practice platform jointly created by local governments, industrial enterprises and local applied universities helps to realize the mutual benefits of talent training and regional economy. The platform covers the fields of internship practice, education and teaching, scientific and technological research and development and achievement transformation. By sharing resources such as information flow, capital flow, logistics and technology flow, it optimizes the integration and gives full play to the resource advantages and synergistic effect of "1+1>2". Local applied universities and cooperative enterprises adopt the mode of "introducing enterprises into the university", introducing the production, operation and customer service of enterprises into the campus, so that students can experience the real workplace environment. In addition, the enterprises provide accommodation, meal subsidies and wages to help students familiarize themselves with the industrial chain and business processes. After graduation, students can make two-way choices with enterprises according to their job-seeking intentions and professional strengths, realizing employment upon graduation. Local applied universities and cooperative enterprises can also build a multi-body entrepreneurial practice and training platform to promote the organic integration of academics, employment and entrepreneurship. Through policy guidance and financial support, students will be guided to complete the whole process of theoretical learning, practical operation and soaring in the workplace, so as to provide talents, think-tanks and innovation support for the regional economy, enterprise technology and industrial structure upgrade.

3.3. Building A Curriculum Content System Harmonized with Regional Economic Development

The curriculum system should first consider the transformation of local industrial structure, regional economic characteristics and local industry talent needs, and design a set of diversified and dynamic curriculum system based on market orientation, regional advantages and industrial characteristics. In addition, it is necessary to carry out regular professional and industrial assessment, and update teaching resources, optimize the curriculum system and adjust the teaching content according to the upgrading of local industrial structure, regional economic development and industry dynamics. Eventually, a curriculum system integrating professional knowledge and skills with innovation and entrepreneurship education should be constructed to meet the needs of local economic development.

4. Conclusions

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