

# ANALYSIS ON THE TRAINING MODEL OF APPLIED TALENTS IN HIGHER VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF SUPPLY SIDE

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**Abstract:** Only by systematically analyzing the supply-side factors of higher vocational education and optimizing the application-oriented talent training model can we more scientifically and accurately provide enterprises with high-quality skilled talents. There are many problems in the current training model of applied talents in higher vocational education.: The professional settings are not consistent with local economic needs, The goal of talent training is unclear, the curriculum is unreasonable, practical teaching is out of touch with actual production, and the talent evaluation system is incomplete. Combining the current status of talent training in domestic higher vocational education and the characteristics of both supply and demand, and drawing on mature international vocational education talent training models, we propose innovative measures for the applied talent training model in higher vocational education from a supply-side perspective.: Strengthen the concept of open lifelong learning with " learner-centered ", build a dynamic adjustment mechanism for professional settings with " market demand as the guide ", strengthen the training goals of applied talents with " professional ability-based ", and take " integration of theory and practice " as the purpose " Create an application-oriented talent training method and use the " integration of industry and education as the carrier " to construct a full-process talent quality control mechanism for both supply and demand parties.

**Keywords:** Supply side reform; Higher Vocational Education; Talent development; Professional ability; Integration of industry and education; Model

## 1. INTRODUCTION

Quality structure, and the way to realize this structure, which fundamentally stipulates the characteristics of talents and embodies the school's educational thoughts and concepts [1]. The talent training model of higher vocational education is directly related to the quality of applied talent training. It has typical characteristics such as clear educational objectives, diversified needs of talent training subjects, and emphasis on application ability training. Among them, professional market positioning, talent training goals, curriculum system settings, and practice Typical talent training supply-side factors such as teaching ability constitute the core connotation of higher vocational education and determine the acceptability of educational products in the market and the degree of sustainable development of school operations[2].

The training of professional talents in different industries in our country is affected by historical reasons and has gone through a long period of exploration under specific national conditions. Although Contributing a large number of urgently needed talents to social and economic development, but focusing on rough While open extension development inevitably ignores the quality of talent training The improvement of quantitative connotation is in line with the rapid development of information technology on the application of The high requirements for the sustainable development of professional talents and the continuous improvement of innovative capabilities cannot be met, and serious problems have arisen in the training of talents in higher vocational education. Structural contradiction between supply and demand[3].

In 2015, the state proposed the supply-side policy from a macro perspective of the national economy. The strategic development concept of structural reform takes the cultivation of applied talents as the As an important part of economic development, targeted higher vocational education must It is absolutely necessary to optimize and improve talent demand management in the country. Under the guidance of the overall policy framework, actively improve the supply-side environment of higher vocational education environment, optimize the supply-side mechanism, and stimulate talents to cultivate supply-side micro-subjects vitality [4].

By systematically sorting out the current situation of supply-side issues in higher vocational education, and in-depth Analyze the root causes of supply structure imbalance and draw lessons from mature international industries Educational concepts and advanced experience, optimizing and adjusting the allocation of education supply-side factors position, realize the supply-side structural reform of higher vocational education, and improve higher vocational education Development connotation and application-oriented talent training quality, truly application-oriented Effective supply and precise supply of talents, from the general promotion of application-oriented people Promoting higher-level development of the national economy from the perspective of professional abilities is the top priority for higher vocational education to adapt to the new situation. [5]

## 2. TRAINING MODEL OF APPLIED TALENTS IN HIGHER VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF SUPPLY SIDE CURRENT SITUATION AND REASON ANALYSIS

High-quality supply factors and a scientific and reasonable supply-side structure are prerequisites for improving the quality of talent training in higher vocational education. However, the talent training elements of traditional higher vocational education have failed to form a scientific supply system around demand (The corresponding relationship between the supply and demand side factors of talent training in higher vocational education is shown in the figure. 1), the elements of talent training are relatively isolated and lack integrity. The quality of various elements is uneven, making it difficult to form and exert structural advantages. Therefore, it is very necessary to analyze the supply-side elements of applied talent training from the perspective of the supply-side of higher vocational education. Conduct an objective and systematic analysis of the actual situation of the supply-side elements of higher vocational education in China, mainly including: Whether the professional setting is closely consistent with local economic development, whether the talent training goal positioning is accurate, whether the curriculum system and content settings are reasonable and can meet the actual needs of the enterprise, whether the practical teaching links of talent training are consistent with actual industry production, and whether the talent training process is Whether the evaluation system is complete, etc. Finding the shortcomings of various elements and their underlying reasons will help to further systematically implement supply-side structural reforms, update talent training concepts, adjust talent training goals, optimize talent training models, and construct talent quality monitoring mechanisms, thereby promoting Quality of talent training.

### **2.1 Professional Setting Does Not Match Local Economic Needs**

The professional settings of higher vocational education are often in line with local economic development needs. Closely related to the employment needs of leading industries or leading enterprises in the local economy Requirements often become the baton for professional establishment in higher vocational colleges. social economy The goals and tasks in different historical periods are different, and the strategic layout There are significant differences in time and region, thus forming a specific era A highly targeted industrial layout of higher vocational education to meet the needs of the local economy at that time Economic development requires unique skilled talents [6]. But as industry, information The rapid development of information, communication and other technologies has disrupted all fields. Impact, the development of various industries shows rapid and dynamic changes Characteristics, different production links and different professional positions also put forward newer, higher and more specific requirements for the professional ability of applied talents.

of major adjustments in industries and occupations in the new era, Due to the inertia and inertia of the long-term school running model, it is difficult for higher vocational colleges to optimize and adjust their original professional settings in a timely and appropriate manner. The professional settings with a single professional direction, a single talent ability, and a single corresponding position can no longer meet the market demand. Higher vocational education The professional setting elements on the supply side of applied talent training cannot meet the professional requirements of the demand-side market. The development of the times has made the industrial structure more detailed in the division of majors. The demand for professional abilities is more profound and the demand for comprehensive quality of talents is more comprehensive [7]. This requires higher vocational colleges to conduct in-depth and targeted industry research on existing majors and new majors to be opened, and fully understand the professional ability needs of industry enterprises for different types of applied skills talents in order to better Optimize and adjust professional settings and professional layout from the perspective of the supply side. [8]

### **2.2 Training Goals are Unclear**

The Ministry of Education of the People's Republic of China 2000 The " Opinions on Strengthening Talent Cultivation in Higher Vocational Colleges " was promulgated in 2007, which defined the talent training goal of China's higher vocational education as cultivating advanced technical application-oriented talents needed by industry. This goal also includes requirements for the comprehensive quality and all-round development of talents. Talents must have basic professional theoretical knowledge, basic operational skills, and basic management skills. In the new era of rapid technological updates, we must also have the ability to learn quickly and meet new technologies and new challenges. To adapt to the changing needs of the industry. The goal of talent training is the ultimate core goal of the product formed by the education supply side. Whether this goal is clear and whether it can ultimately be achieved directly affects the employer's production efficiency. Many employers have reported that it is difficult to recruit graduates with professional skills that match the job requirements. Either the professional skills are not comprehensive, the professional skills are not in-depth, or the professional skills are not proficient. These problems all lead to the fact that newly-employed graduates are not directly qualified for the corresponding jobs, and companies have to spend at least 1 ~3 Years of training are required to enable them to meet the requirements of the corresponding positions. [9]

The training goals of applied talents in higher vocational colleges are misaligned with job requirements The reasons are manifold. Some colleges and universities consider their own transmission more when running schools. system and existing conditions, it is impossible to determine personnel from the perspective of product demand side. Only then can we cultivate goals. Some colleges and universities go deep into enterprises to understand the demand for talent positions. and change characteristics are not enough, and the positioning of talent training goals is inaccurate, making It is difficult for supply-side resources to form a consistent and effective synergy.

### 2.3 The Curriculum is Unreasonable

The setting of curriculum system and teaching content is the key to educating supply-side talents. The prerequisite and guarantee for the realization of training goals. Scientific, reasonable and targeted Only with strong curriculum can we cultivate students with excellent skills that are urgently needed by enterprises. applied talents. The overall structure of the curriculum system builds the knowledge framework system for students to learn in school, and requires the basic theory of progressive improvement. Theory and practical skills, including basic theoretical courses, professional core courses, skills Expand courses and conduct knowledge based on professional skills based on talent training goals Breakdown of skills. On this basis, the equipment is consistent with current production practices. Courses corresponding to relevant production techniques, processes, practices and other skills Allow. If any link in the above curriculum is not implemented effectively, it will It will have a direct impact on the quality of talent training, making it impossible to achieve both Set specific talent training goals and cultivate application-oriented people that the company needs Talent [10]. However, the current curriculum settings of many higher vocational colleges are unreasonable. Mainly reflected in the fact that the theories and techniques students learn in school lag behind those in enterprises actual requirements of the industry.

The reasons for the unreasonable setting of applied talent training courses are many face. The curriculum systems of some higher vocational colleges have not changed for many years. Even if the research After industry enterprises demand, they only make fine adjustments and are unwilling to break the traditional knowledge. The system is unwilling to accept new knowledge and major changes. In addition, many The teaching content of the course is relatively old, and there are few mature textbooks on the market. There is a gap between technical methods and the technical methods that enterprises continuously innovate and promote. There is a large time difference. If teachers fail to update their knowledge during the teaching process, This will cause students to lag even further behind enterprises in the skills they learn within the curriculum system.

### 2.4 Practical Teaching is Out of Touch With Actual Production

The practical teaching link in the process of cultivating applied talents is the course The core of the program system, students' theoretical and practical abilities in professional application skills Improvement of competency often relies on various types of recognition in the school curriculum system. Knowledge internship, production internship, and related experimental training within professional courses Teaching content, etc. Most higher vocational colleges have invested a lot of money in this source, but from the current point of view, the teaching effect is still unsatisfactory, and there are practical The main manifestations of the disconnection between teaching and production reality are as follows:: Teaching equipment The implementation is out of date, and the training content is relatively simple and cannot be compared with the actual production process of the enterprise. match.

Practical teaching is out of touch with production practice. The reasons are: first, the practical teaching link often requires the school to invest a large amount of venues, equipment, equipment, consumables, etc., and the capital investment is relatively large. Therefore, starting from the teaching cost, once the investment is completed, it will It will be reused for a long time, even if it has been out of service for many years, it will not be updated or eliminated. Second, it is difficult to set up practical teaching content systematically and comprehensively from the perspective of job capabilities that application-oriented talents need. Only some representative, routine, and demonstrative practical links can be selected. Therefore, they are often related to enterprise production processes and actual operations. The process is disjointed. Although some colleges and universities have carried out various types of in-depth school-enterprise cooperation under the guidance of the national macro-industry-education integration policy, it is difficult for students to cultivate professional practical skills in the vocational education cycle under the production conditions of enterprises, or even under the production conditions of enterprises. It can be completed in an enterprise training base or a training base jointly built by schools and enterprises. [11]

### 2.5 The Evaluation System is Incomplete

Higher vocational colleges are often the main focus of cultivating applied talents in higher vocational education. body, professional setting, talent training goals, talent training plan design, curriculum Program system and content setting, quality supervision and control of the teaching process, etc. A series of talent training links are controlled by the school as a talent supply side. grip. Although the training of professional talents will be subject to the local education administrative department Regular supervision, evaluation, and inspections are carried out by the department, but the talent training in many higher vocational colleges The nutrition evaluation system is not complete enough and still adheres to the strong subjectivity of the subject. evaluation model while ignoring the standards and requirements of external objective needs, which makes It is difficult to effectively improve the quality of applied talent training. Especially in creating Under the background of new drivers, industry enterprises are intensifying their efforts in technological transformation and development, and should The whole process of cultivating practical talents requires the joint participation of industry enterprises. Its evaluation system is inseparable from the guidance of industry enterprises [12]. Therefore, it should The supply side and demand side of cultivating practical talents should be high-level from beginning to end. Only by consistent and complete connection can the talent training process be realized. Run with high efficiency.

### **3. INTERNATIONAL MATURE VOCATIONAL EDUCATION APPLICATION - ORIENTED TALENT TRAINING MODEL FEATURES AND ENLIGHTENMENTS**

Vocational education in our country is accompanied by national industry, manufacturing and other industries. The development of the industry emerged as the times require, and according to the needs of economic development at different stages It is necessary to set up higher vocational colleges and their majors that are suitable for industry. But with The national economy and various innovative technologies are developing rapidly and are more scientific and reasonable A specific, targeted and efficient application-oriented talent training model appears Particularly important. In the absence of better domestic precedents, research Internationally mature vocational education application-oriented talent training model, and Get inspiration and experience from it, and promote the application of higher vocational education in China The quality of talent training has important guiding significance. [13]

#### **3.1 Follow the " Learner-Centered " Teaching Guiding Ideology**

20th Century 50 1970s, famous American psychologist, humanist Rogers, the founder of the theory, proposed the " learner-centered " educational theory [14]. This theory holds that: The learning process should be based on the learner Focusing on the growth of experience, taking spontaneity and initiative as learning motivation, Students who adapt to changes, learn how to learn, and have unique personality characteristics should be cultivated free man [15]. Many mature vocational education models in the world mostly follow the Following this teaching guidance concept, such as the German " dual system " model, the American China's " CBE " model, Australia's " TAFE " model, the UK's The " BTEC " model, etc., all focus on student-oriented and talent training. All teaching activities in the program take students as the main starting point. regardless Is it the teaching of theoretical knowledge in schools or professional training in enterprises? professional practice improvement, all in order to stimulate learners' enthusiasm for acquiring knowledge and ability. nature, improving their learning enthusiasm and interest as the core, and even positioning learners as " custo mers ". [16]

Traditional higher vocational education considers more how the school can provide better teaching resources. Even if it jointly trains with enterprises, the key work is often reflected in how to " teach ", often ignoring the students' own characteristics, Motivation to learn, habits of accepting new knowledge, ability to improve professional skills, etc. From the perspective of the supply side, learners are the core concern of both the supply side and the demand side. Learners' professional skills and comprehensive qualities are the focus of talent training for both supply and demand sides, and can also be called the quality of educational products. In order to better meet the demand for professional skills talent products on the demand side of enterprises, more attention should be paid to the characteristics of educational products themselves and the rules for improving professional abilities. The supply side should be learner-centered and focus on the ability of learners to " learn well ". The core work is to consider more from the student's perspective and provide scientific and effective support services to better stimulate students' enthusiasm for learning and improve their learning ability in professional skills.

#### **3.2 Adhere to the Talent Training Goal of " Professional Ability-Based "**

Internationally mature vocational education consistently adheres to the talent training goal of " professional competency -based". The British " BTEC " model is a typical competency-based " sandwich " vocational education. As soon as students enter the school, they first go to the company for a year of professional understanding and internship training, and then return to the company with experience and understanding of the position. Returning to school to learn corresponding theoretical knowledge provides a practical carrier for knowledge learning. In the final year, students return to the company for professional practice so that their professional abilities can be improved again in practice. In Germany's " dual system " model, students spend more time applying the professional knowledge learned in vocational schools to the practical operation of the enterprise, improving professional application skills and stimulating enthusiasm for professional learning. And they can adapt to the work environment early, accept the corporate culture faster and integrate into it. The " CBE " model in the United States also aims to cultivate the professional abilities that students should have for professional positions. It can be seen that, without exception, international mature vocational education attaches great importance to the cultivation of professional abilities. Talent training goals must be direct and effective in response to corporate needs. [17]

The talent training goals of higher vocational education in China are often comprehensive and multi- faceted. aspects, and even divided into quality goals, knowledge goals, and ability goals etc. Among them, cultural quality, psychological quality, professional quality, etc. are latent It is tacit and difficult to quantitatively measure, and the talent training goals are artificially divided. The fragmentation is not conducive to the supply side's core goal of cultivating professional abilities. Physical quality is naturally improved in the process of strengthening professional abilities. by " Professional competency-based " refers to the professional competency requirements corresponding to the job position. After sorting and segmenting, the training objectives of this kind of talents are more clear, and both supply and demand are The target and attributes of educational products are more targeted, and it is easier to Consistent, this is worthy of reference for the cultivation of talents in higher vocational education in China.

#### **3.3 Pay Attention to the Talent Training Method of "Combination of Theory and Practice"**

What both domestic and foreign countries can agree on is that vocational education: Improve students' careers through the talent training method of " combination of theory and practice " capabilities to achieve the established talent training goals. Mature vocational teacher Without exception, the education system attaches great importance to students' professional practical training, so that students can in professional practice To truly achieve an organic integration of theory and practice Together [18]. The British " BTEC " sandwich cultivation method is an early focus on A model of professional ability improvement that emphasizes " the combination of theory and practice ", students Have a complete chunk of time for practical learning in the company, which exceeds the total credit hours of one More than half; The United States adopts the method of jointly cultivating talents with colleges and enterprises. " Cooperative education " training method, students' learning time in each school year Theory and practice account for half each, and are completed in schools and enterprises respectively to achieve the goal of To organically combine theory and practice and promote each other; Germany 's " Double In the process of cultivating talents based on the "Yuan system ", students learn theoretically at school and practice in enterprises. Practical exercises are carried out alternately and promote each other, and more than one-third of the students in the academic period Taking the time to carry out professional practical learning in the enterprise can improve Upgrade professional abilities. Mature foreign talents training that focuses on integrating theory and practice The method is still fully recognized today. [19]

China's traditional vocational education focuses more on theoretical teaching and practical The operating ratio is low. until 2012 In 2016, the Ministry of Education promulgated the Ministry of Education et al. Some opinions of the department on further strengthening practical education work in colleges and universities " See " [20], which clearly proposed to strengthen the practical teaching links in colleges and universities and regulate The minimum proportion of practical credits for different types of colleges and universities has been determined, among which Vocational and technical schools have the highest proportion of practical teaching and require no less than 50%. But it also includes some that are not very relevant to the profession. Practical links, such as military training, non-professional volunteer services, etc. In addition, very Due to the large number of students and limited practical conditions and cooperative enterprises in many colleges and universities, In important practical links such as production internships and graduation internships, we learn from practice The established talent training plan cannot be achieved in terms of time and practical effects. requirements. Improve the quality of professional practical teaching and enhance student theory The ability to be organically combined with practice is the cultivation of applied talents in higher vocational colleges. Issues that both supply and demand parties need to face together.

### **3.4 Strengthen the Supply and Demand Side Resources of "Integration of Industry and Education, Integration of Schools and Enterprises" Effective Integration**

International mature vocational education is through the integration of social industry resources. Source, through the joint promotion of schools, administration, government and enterprises to achieve " theory and practice" "Practice combination " talent training method to achieve the goal of improving professional abilities Talent training goals. The British " BTEC " model adopts school-enterprise cooperation Formulate a talent training plan, jointly developed by corporate engineers and university professors Customized teaching plans, enterprise production workshops and on-site and college training bases Integrate and unify to achieve sharing of knowledge, abilities and practical conditions; virtue China's " dual system " model adopts a deep school-enterprise cooperation model, and various types of resources Combining sources, engineers associations and cooperative enterprises participate in talent training It can provide quantitative supervision and evaluation work, and provide students with jobs and practical opportunities needed to improve their professional abilities [21]; Australia big profit Asia The " TAFE " model integrates experienced industrial engineers from industry enterprises to form a government-level vocational education expert committee. This expert committee can provide professional guidance for vocational schools, talent training programs, Curriculum system, teaching content, etc. provide more professional consultation and guidance that is seamlessly connected to the market [22]. Clearly grasping the professional ability needs of industry enterprises, fully sorting out and effectively using the practical conditions and on-site resources of industry enterprises, this is the basis for the formation of a distinctive model of the integration of industry and education in internationally mature vocational education. [twenty three]

The country advocates the school-running model of " integration of industry and education, integration of schools and enterprises ", referring to Vocational schools actively set up professional industries based on their majors and integrate industries into Closely integrate with teaching, support and promote each other, and make the school a success An industrial economy integrating talent training, scientific research, and scientific and technological services It forms a business entity and forms a school-running model in which schools and enterprises are integrated. 2017 In the report of the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping pointed out that it is necessary to deepen Integration of industry and education [24]. Strengthen the supply and demand of " integration of industry and education, integration of schools and enterprises " Effective integration of local resources is to achieve students' " combination of theory and practice ", the carrier of talent training goals based on professional abilities, which is conducive to Stimulate students' creativity and innovation, and provide students with work-study integration and work-study Create conditions for learning that are conducive to improving teachers' scientific research, practice, and service to society ability is conducive to promoting local economic prosperity and development, and is also conducive to promoting Promote the healthy development of vocational education. Due to the innovation-driven industrial transformation There are many reasons for this. Although various vocational colleges are actively exploring, Different forms of integration of industry and education have been tried in practice, and various types of naming have

also been formed. Classes, modern apprenticeships, trade schools and other supply and demand parties jointly share resources Promote the application-oriented talent training method, but it is incompatible with the internationally mature and characteristic There are still gaps in the distinctive joint training model [25]. To further promote the vocational education school-running model of " integration of industry and education, integration of schools and enterprises ", it is also necessary to Further in-depth research and practical implementation. [26]

#### **4. THE APPLICATION-ORIENTED TALENT TRAINING MODEL OF HIGHER VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF SUPPLY SIDE INNOVATIVE INITIATIVES**

analysis of the current situation of talent cultivation in higher vocational education from a supply-side perspective, as well as the analysis of internationally mature vocational education concepts and advanced Experiential learning can be seen: my country's higher vocational education talent training supply needs The quality is poor, the overall structure of the supply side is unreasonable, and the supply and demand sides are The required information cannot be accurately matched, resulting in the educational output of applied talents. The supply and demand structure of products cannot be jointly constructed between higher vocational colleges and enterprises. It is formed organically and efficiently under the framework, which is also the current application of higher vocational education. The deep-seated reasons for the many complex problems in the quality of training skilled talents because. [27]

Optimize the supply-side elements of education and adjust the supply-side structure, realize the supply-side structural reform of higher vocational education, and then enhance the development of higher vocational education. Exhibit the connotation and quality of application-oriented talent training, and truly become application-oriented people. Effective supply and precise supply of talents require training and supply of talents in higher vocational colleges. From a side perspective, we should focus on existing problems, shortcomings, and unreasonable Establish targeted, scientific and reasonable innovation measures [28]. Higher Vocational Education Education should strengthen the " learner-centered " open lifelong learning philosophy Concept, build a " market demand-oriented " professional setting dynamic adjustment mechanism, and firmly adhere to the " professional competency-based " application-oriented talent training purpose Standard, create an application-oriented talent training with the purpose of " integrating theory and practice " The education model is based on the " integration of industry and education as the carrier " structure of both supply and demand. Process talent quality control mechanism. Optimize the supply side through innovative measures structure, improve the operational efficiency of the supply-side structure, and strengthen the quality of supply factors, Ultimately, the overall system operating efficiency is improved.

##### **4.1 Strengthen " Learner-Centered " Open Lifelong Learning Idea**

With the rapid development of information technology, young people pay more attention to Self-awareness and more emphasis on personalized development. Rogers' " learning The educational concept of "teacher-centered " is in line with the current social division of labor and professional New requirements for education due to job refinement [29]. This requires education to provide The teaching side should pay attention to student-centeredness and all aspects of the talent training process. All teaching activities are student-centered, whether it is in the school's theoretical Whether it is knowledge transfer or professional practice improvement in the enterprise, it should be based on Stimulate learners' enthusiasm for acquiring knowledge and abilities and enhance their enthusiasm for learning Focus on emotions and interests. As the main body of the talent training supply side, the hospital Schools should create personalized and differentiated teaching conditions and means, as far as possible Use new technologies and new teaching methods to teach knowledge and abilities, such as translating Classroom transfer, blended teaching, role reversal, AI Intelligent education, etc., in this way Strengthen the student-centered talent training concept.

In the context of the era of rapid leadership in innovative technologies in various industries, Vocational colleges follow the " learner-centered " concept to provide students with While improving professional capabilities, it is also necessary to prepare them according to industry development trends. Develop a good career plan to guide more possibilities for life development development path. In order to continuously adapt to the demand for professional skills due to career changes, it has become an inevitable trend to cultivate students with an open lifelong learning concept. While conducting in-depth cooperation with industry companies, schools should hire industry celebrities to give lectures to teach cutting-edge trends and development trends in the industry, conduct big data analysis and predictions on the talent demand side of companies and other companies, and provide students with an open learning model, including flexible Theoretical and practical learning conversion mechanism, flexible online and offline learning mechanism, flexible inspection and assessment mechanism, flexible course selection credit storage and conversion mechanism, etc. From a supply-side perspective, we provide students with opportunities for lifelong learning and improvement, allowing students to join the school as soon as they enter the school, that is, they have always been a part of the school, and realize the role transformation from students to members.

##### **4.2 Build a Professional Setting Dynamic That is " Market Demand Oriented " Adjustment Mechanism**

State-led supply-side structural reform in the national economy The original intention of the reform is to improve supply-side efficiency, that is, to increase the supply of various factors Provide pertinence and effectiveness to optimize the quality of talent training in higher vocational education It is a typical supply-side structural problem. Professional setting is for talent cultivation Top-level design is the direction and baton for the development of higher vocational

education, and any major The establishment should closely follow the direction of local economic development and focus on the local economic development. industries in urgent demand for economic development, and fully mobilize local advantages characteristics, integrating various material resources, information resources, and cultural resources in the region etc., and establish a system that helps local economies take off and serves the development of local industries. Market demand orientation, through scientific and reasonable professional settings, to achieve the application of higher vocational education The perfect fit between the supply and demand sides of practical talents provides the basis for the subsequent talent training process. We should do a good job in framework design and preliminary preparation for the specific work in order to better enhance the Coordinated development of higher vocational education and local industries[30].

Adhering to the market demand of local economic development as the guide is professional Setting principles. Vocational colleges respond to the current development status of the industry and professionals Conduct in-depth and detailed research on talent needs, industry development trends, etc. and analysis to build an open and dynamic multi-party platform guided by market demand. Consultation, prediction, and evaluation mechanisms for independent assessment to realize dynamic professional setting Status optimization adjustment. Whether it is a new major to be opened or an existing major All industries should conduct dynamic assessment and early warning of market demand based on this, and then optimize Adjust professional direction. This can effectively avoid the dual supply and demand of talent training. Structural imbalances on the side can make supply-side resource factors more Targeted investment in higher-efficiency majors [31]. to some being new Technology is gradually replacing, market demand is weak, and enrollment and employment prospects are poor. Professional early warning and gradual implementation of a forced exit mechanism to achieve Professionally set up dynamic linkage adjustment mechanism between supply and demand.

#### **4.3 Adhere to the Cultivation of Applied Talents based on "Professional Ability" Target**

The goal of talent training is the core of talent training in applied higher vocational education. The core is the specific implementation of any major setting on the talent supply side. It is the baton of the talent training model of higher vocational colleges. The talent training goals must be based on Social industry needs, following the pace of the times, clear and clear. Higher vocational education must It is necessary to adhere to the goal of cultivating applied talents based on " professional ability " and The professional competency requirements corresponding to the job positions are sorted out and subdivided to ensure that the Both parties need to formulate educational product goals and attributes that are more targeted and easier to Only by becoming consistent can we cultivate students who are based on the present and focus on the forefront of the development of the times., application-oriented talents with high quality and super skills. Practitioners' professional abilities will also put forward higher requirements with technological updates. It is difficult to keep up with the socio-economic innovative development trend by merely meeting the needs of current workplace production practices. The " professional ability-based " talent training goal should also implement innovation, With the purpose of coordination, green, openness and sharing, the provider helps students in different majors to have a scientific, objective and forward-looking understanding of their careers, clearly grasp the relevant requirements for professional abilities and literacy corresponding to different career directions, and then Combined with your own personality, Learning ability, career direction and other characteristics, carry out targeted training and improvement of their own abilities, and ultimately create a complete system, comprehensive comprehensive quality, Application-oriented talents with considerable professional competitiveness.

#### **4.4 Create an Application-Oriented Composite Person with the Purpose of "Integrating Theory and Practice" Talent Training Model [32]**

Modern industrial production requires employees to have higher standards of Professional ability, intrinsically manifested as having relatively solid professional theoretical knowledge Knowledge, externally manifested as relatively skilled and comprehensive practical operations work ability, which is also the application-oriented person who follows the " professional ability-based " The embodiment of talent training goals [33]. Talent training process in higher vocational colleges, it is necessary to implement the school running purpose of " integrating theory and practice " in all aspects and the whole process. Whether it is talent training programs, professional curriculum, or theory and practice Practical teaching content, teaching methods and methods, teaching quality evaluation and assessment In other aspects, we should pay attention to the application-oriented composite that combines theory and practice. talent development. Industrial workers in the modern industrialization era should not only pursue Skills standards based on skilled craftsmen and master operators in the industry level, more emphasis should be placed on comprehensive skill development rather than simple repetitive operations. This is the modern industrial worker that artificial intelligence cannot replace. This requires Talent suppliers provide systematic vocational ability training programs for students While learning professional theoretical knowledge, strengthen their operational skills in practical training Strengthen the training and set up professional understanding training and special skills training at the corresponding learning stage. Practical training, comprehensive ability improvement training, and graduation practice real job training etc. These practical stages should be based on the close integration of theory and practice. On the basis of the logical relationship of close coordination and spiral progression, students' understanding of professional positions is gradually improved through various practical training operations. knowledge, and gradually improve students' professional practical capabilities. [34]

The practical training base has become an important platform for students to improve their professional skills. Vocational colleges often build corresponding training venues to simulate real production situations on campus, and some use schools and enterprises to jointly build professional training places, some directly use the company's internal employee training training base, Or provide students with practical training opportunities at the production site [35]. The above entities are Training can provide students with direct and real sensory knowledge and experience, but it is Matching the needs of practical training with theoretical teaching and the industrial production cycle It is long, has many construction processes, complex site conditions, and requires professionals. Explain various conditions and restrictions, and all aspects of the entire talent training process It is difficult to completely adopt physical training methods for practical training. along with VR(virtual reality Reality) With the maturity of technology, various types of virtual simulation training can be repeated The platform can play a very good role in supplementing physical training because it covers Rich knowledge points, ability to operate repeatedly, real-time guidance and error correction, and personalization Characteristics such as improved capabilities are even more advantageous.

Training students to participate in various vocational skills competitions can also be a good Improve their professional practical capabilities. Vocational skills competitions are generally divided into national level, provincial and municipal levels, as well as by industry ministries, associations and other institutions. Skills competitions in corresponding professional directions organized by institutions. Vocational Skills Competition It is an assessment and evaluation of typical professional skills, and it is a way to improve the industry's evaluation of professional skills. The degree of emphasis on professional ability and the effective way to improve the level of professional ability, It is also the industry's professional skills that are closest to reality, and even the operating conditions and requirements Looking for a skills competition that exceeds many real conditions. passed the skills competition System preparation, professional teacher team conducts centralized guidance and training to improve And high efficiency and full concentration during the competition can greatly improve students' corresponding professional skill level.

#### **4.5 The Structure is Based on the "Integration of Industry and Education as the Carrier " and the Supply and Demand Sides are Fully Integrated.**

Cheng talent quality control mechanism cultivation of applied talents in higher vocational colleges. " Basic " talent training goals and the " integration of theory and practice " talent training model An important carrier to realize [36]. The country advocates " integration of industry and education, school The school-running model integrates enterprise and enterprise, and builds the school into a system that integrates talent cultivation, scientific An industrial business entity integrating research and scientific and technological services, forming a school A school-running model that is integrated with the enterprise [37]. Integration of industry and education means concentration Talent cultivation uses the superior resources of the supply side and the demand side, and integrates the strengths of both parties Information and resources, achieve information linkage and resource sharing, so that both parties of " Receive " and " receive " are more precise and effective. [38]

Higher vocational colleges should break the tradition of focusing on their own characteristics, being closed and passive A single school running model, actively integrate into industry associations, and accept industry development new developments and strive for the right to speak, and actively compete with local government authorities Obtain resources and policy support, and work together with local industry leading enterprises Carry out school running, and even try to diversify the multi-faceted linkage between schools, administrations, governments and enterprises. school-running model, making maximum use of existing resources and policy support from multiple parties to provide Provide as much support as possible to the training of applied talents in higher vocational education. From the initial stage of professional research on talent position needs, to personnel A series of links in the talent development process: Talent training positioning analysis, talent Determining training goals, setting up professional curriculum systems, and teaching professional directions content, theoretical and practical teaching methods, and improve the level of professional practical operation etc., all require both supply and demand parties to participate in the whole process of control, supervision and feedback. Only There is a quality control mechanism for the whole process of talent training for both supply and demand parties. Only then can we implement the integration of industry and education in every aspect [39]. Only then can more innovative development models be formed. Higher vocational colleges can rely on Entrust the establishment of majors with mature market applications and wide range of applications, and cooperate with corresponding enterprises businesses provide professionally related social services, that is, people who form " enterprise s within schools " Talent training model shortens the distance between supply and demand for talent training; OK Help large-scale enterprises to improve their employees' professional skills and help Enterprises set up special training schools, which form the talent training system of " enterprise schools ". feeding mode. In addition, in the cultivation of applied talents, the At the same time, the school's teachers and research teams can rely on training rooms, experiments Laboratory, carry out external scientific research work, and then provide technology for society Consulting and services to achieve talent training, scientific research, and technical services Promote and enhance each other.

## **5. CONCLUSION**

The applied skills talents cultivated by higher vocational education are an important part and technical support for the development of the country's industrial manufacturing industry. The quality of applied skills talent training directly affects the country's economic development and industrial progress. The supply-side reform of talent training in higher

vocational education constitutes an important part of the supply-side structural reform of the national economy. By building a dynamic adjustment mechanism for professional settings and deepening the whole-process talent quality control mechanism based on the integration of industry and education, we will optimize talent training in higher vocational education. supply-side structure. Strengthening the learner-centered lifelong learning concept, firming up the training goals of applied talents based on professional abilities, and building a compound talent training model with the purpose of integrating theory and practice can strengthen the quality and intensity of supply resource elements, optimize the structure, and strengthen allocation capabilities. Improve the quality of applied talent training in higher vocational education more efficiently. In the new economic situation, This is a strong support for the important national strategy of improving the overall quality of education, deepening and expanding employment innovation, promoting economic transformation and upgrading, and promoting the cultivation of new driving forces for economic development.

## COMPETING INTERESTS

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