

Research on the Training System of Senior Compound Talents in Private Universities under the Background of Building a Strong Country in Education

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Abstract

The strategy of building a strong country in education has put forward higher requirements for China's higher education in terms of higher quality, distinctive features and better alignment with national development needs. As an indispensable part of the higher education system, private universities undertake the important mission of serving the local economy and cultivating application-oriented and compound talents. Against the background of building a strong country in education, society has an increasingly urgent demand for senior compound talents with interdisciplinary knowledge, innovative and practical abilities, digital literacy and professional competence. At present, private universities still face problems in talent training, such as vague goal orientation, insufficient interdisciplinary integration, outdated curriculum system, weak practical platforms, single faculty structure and backward evaluation mechanisms. Based on the requirements of building a strong country in education, this paper analyzes the epochal value and practical dilemmas of cultivating senior compound talents in private universities. It constructs a systematic, distinctive and adaptable training system for senior compound talents from seven aspects: training objectives, curriculum system, teaching mode, teaching staff, practical education, evaluation mechanism and institutional guarantee, so as to provide theoretical reference and practical paths for private universities to improve quality and efficiency and serve the construction of a strong country in education.

Keywords

Strong country in education, private universities, compound talents, talent training system, industry-education integration.

1. Introduction

Building a strong country in education is a fundamental project for the great rejuvenation of China and a strategic support for promoting high-quality national development and enhancing comprehensive national strength. The construction of a strong country in education in the new era emphasizes that higher education should optimize its structure, improve quality, highlight characteristics, strive to cultivate new-era talents who shoulder the mission of national rejuvenation, and focus on cultivating compound talents with innovative spirit, practical ability and international vision[1]. After decades of development, private universities have become an important force in China's higher education, with unique advantages in school-running mechanisms, market connection and application-oriented talent training.

Faced with a new round of scientific and technological revolution, industrial transformation and the development requirements of new quality productive forces, traditional single-major talents can hardly meet social needs. Senior compound talents with multi-disciplinary knowledge, cross-border integration ability and complex problem-solving ability have

become core elements for industrial upgrading and regional development. In this context, private universities must take the initiative to align with the strategic goals of building a strong country in education, reconstruct the talent training system, and explore paths for cultivating senior compound talents that conform to their own positioning and highlight school-running characteristics. This is not only a responsibility to serve the national strategy, but also an inevitable choice to achieve connotative development and enhance core competitiveness[2].

2. Epochal Value of Cultivating Senior Compound Talents in Private Universities under the Background of Building a Strong Country in Education

2.1. An Important Support for Serving the Construction of a Strong Country in Education

The core of a strong country in education is a strong country in talents. Private universities are responsible for training application-oriented talents on a large scale and with high quality. Accelerating the cultivation of senior compound talents can effectively compensate for the shortcomings of the national talent structure, improve the overall supply quality of higher education, and provide solid talent guarantee and intellectual support for building a strong country in education.

2.2. The Only Way to Promote the Connotative Development of Private Universities

At present, private universities generally face problems such as homogeneous competition, indistinct characteristics and insufficient social recognition. Constructing a compound talent training system helps private universities break traditional disciplinary barriers, optimize major structure, innovate education modes, take a differentiated and characteristic development path, and realize the transformation from scale expansion to quality improvement[3].

2.3. Adapting to the Needs of Industrial Upgrading and Regional Economic Development

The construction of a strong country in education requires higher education to be deeply integrated into the main battlefield of economic and social development. Most private universities are positioned to serve local areas. Cultivating compound talents with interdisciplinary abilities, innovative abilities and professional literacy can accurately meet the needs of regional leading industries and emerging industries, improve the matching degree between talent supply and industrial demand, and boost local high-quality development.

2.4. Meeting Students' Needs for All-Round and Lifelong Development

College students in the new era grow up in the digital era and have diversified development demands. Compound talent training focuses on the comprehensive improvement of knowledge, ability and literacy, which can enhance students' employment competitiveness, post adaptability and sustainable development ability, and truly implement the fundamental task of fostering virtue through education[3].

3. Practical Dilemmas in Cultivating Senior Compound Talents in Private Universities

3.1. Vague Training Objectives and Unclear Compound Orientation

Some private universities still adopt traditional academic or single-skill-oriented talent training objectives, fail to clarify the standards of compound talents in combination with the requirements of building a strong country in education and their own positioning, and lack an accurate understanding of the connotation of "interdisciplinary, strong practice, high quality and innovative", resulting in a disconnection between training direction and social demand.

3.2. Prominent Disciplinary and Professional Barriers and Insufficient Integration

Affected by the traditional departmental management model, disciplines and majors are relatively independent. The curriculum is discipline-based and lacks interdisciplinary modules. The construction of interdisciplinary curriculum systems such as "major +", "digital +" and "intelligence +" lags behind, making it difficult to form a compound knowledge structure[4].

3.3. Outdated Curriculum System and Formalistic Practical Teaching

The curriculum content is updated slowly and insufficiently connected with new technologies, new industries and new business forms. Practical teaching mainly consists of simple probation and internship, lacking in-depth practices such as real projects, enterprise topics and innovation and entrepreneurship training, so students' ability to solve complex problems is difficult to be effectively exercised[5].

3.4. Single Faculty Structure and Weak Cross-Border Teaching Ability

Most teachers in private universities have a single disciplinary background and lack experience in interdisciplinary teaching, research and practice. The number of dual-qualified teachers is insufficient, and the proportion of senior experts from industries and enterprises participating in teaching is low, which is difficult to support the requirements of compound talent training[5].

3.5. Relatively Backward Evaluation Mechanism and Difficulty in Measuring Comprehensive Literacy

Most private universities still take knowledge assessment and final scores as the main evaluation methods, ignoring the assessment of students' core compound abilities such as innovative ability, practical ability, teamwork and professional literacy. The evaluation subjects are single and process evaluation is absent.

3.6. Inadequate Guarantee System and Relatively Insufficient Resource Investment

Private universities have limited support in interdisciplinary construction funds, training platforms, school-enterprise cooperation resources and institutional incentives. The supporting mechanisms such as credit recognition, flexible academic system and micro-majors are imperfect, which restricts the implementation of the compound talent training system.

4. Construction of the Training System for Senior Compound Talents in Private Universities under the Background of Building a Strong Country in Education

Combined with the strategic requirements of building a strong country in education and the actual situation of private universities, this paper constructs a seven-in-one training system for senior compound talents: goal guidance, curriculum support, mode innovation, team guarantee, practical empowerment, evaluation drive and institutional escort.

4.1. Clarify Training Objectives: Base on Positioning and Meet the Needs of a Strong Country

Guided by the construction of a strong country in education, the training objectives of "having both political integrity and professional competence, cross-border integration, practical innovation and serving the local area" are established. We will cultivate senior compound talents with good ideological and political literacy, solid professional foundation, strong interdisciplinary integration ability, digital technology application ability and innovation and entrepreneurship ability, who can adapt to industrial changes, be competent for complex posts and serve regional development, highlighting the four characteristics of application-oriented, compound, innovative and professional[6].

4.2. Reconstruct Curriculum System: Integrate Across Disciplines and Build a Modular Structure

Construct a four-in-one curriculum system of "general education + professional core + interdisciplinary module + practical innovation". Firstly, strengthen general education, integrating ideological and political education, humanities, digital literacy and basic artificial intelligence. Secondly, consolidate professional core courses to ensure professional basic skills. Thirdly, add interdisciplinary modules, such as "management + digital", "finance + technology", "art + technology", "language + cross-border e-commerce". Fourthly, expand the proportion of practical courses, and include certificate assessment, project training and competition training into the credit system. Implement micro-majors and minor systems to provide students with diversified learning paths.

4.3. Innovate Teaching Mode: Student-Oriented and Strengthen Ability Training

Comprehensively implement project-based learning (PBL), case teaching, blended teaching and inquiry learning, promoting the transformation of classrooms from "knowledge imparting" to "ability cultivation". Deepen industry-education integration, introduce real enterprise projects, and implement the integrated education of "post-course-competition-certificate", organically combining post demand, curriculum content, skill competition and professional certificates to improve students' practical ability.

4.4. Strengthen Teaching Staff: Integrate Across Borders and Build a Dual-Qualified Team

Implement the strategy of "internal training and external introduction", support teachers in cross-major further study and enterprise attachment to improve interdisciplinary teaching ability; vigorously introduce technical backbones and management talents from industries and enterprises as part-time teachers, and set up interdisciplinary teaching teams; establish an incentive mechanism for compound teaching, and tilt towards interdisciplinary teaching and industry-education integration achievements in professional title evaluation and performance assessment.

4.5. Consolidate Practical Platforms: Collaborate Between Industry and Education to Improve Practical Ability

Integrate on-campus resources to build interdisciplinary training centers, innovation and entrepreneurship bases and master studios; deepen school-enterprise cooperation to jointly build industrial colleges, off-campus practice bases and enterprise workstations; promote the collaborative education of "government-industry-enterprise-university", embed the industrial chain and innovation chain into the whole process of talent training, and improve students' practical innovation and post adaptability.

4.6. Reform Evaluation Mechanism: Diversified and Comprehensive, Highlighting Literacy Orientation

Establish a diversified evaluation system combining "process evaluation + summative evaluation + outcome evaluation". The evaluation subjects include teachers, enterprise mentors, peers and self-evaluation; the evaluation content includes knowledge mastery, practical ability, innovative achievements, professional literacy, teamwork, etc.; weaken the sole emphasis on scores and papers, and highlight comprehensive ability and long-term development potential.

4.7. Improve the Guarantee System: Institutional Escort to Ensure Effective Implementation

Improve the interdisciplinary construction and management mechanism, set up an interdisciplinary construction committee to coordinate resources and reforms; perfect systems such as credit recognition, flexible academic system, dual tutorial system and innovation and entrepreneurship credit accumulation; increase funding investment, prioritize supporting interdisciplinary majors, courses, platforms and team construction, and provide a stable guarantee for compound talent training.

5. Implementation Paths for Private Universities to Promote the Cultivation of Senior Compound Talents

5.1. Adhere to Characteristic Development and Avoid Homogeneous Competition

Private universities should base on regional industries and their own advantages, focus on 1–2 characteristic directions for intensive development, such as digital commerce, smart health care, intelligent manufacturing, digital cultural and creative industries, so as to form a compound talent training brand of "unique advantages and superior quality"[6].

5.2. Deepen Industry-Education Integration and Promote Precise Supply-Demand Matching

Guided by industrial demand, jointly build majors, courses, textbooks, teaching staff, platforms and evaluation with leading enterprises and local key enterprises, realize the integrated connection of enrollment, training, internship and employment, and improve the matching degree between talent training and industrial demand.

5.3. Promote Digital Transformation to Empower Compound Talent Training

Optimize teaching management with the help of artificial intelligence, big data and other technologies, build digital curriculum resources and virtual simulation training platforms, improve students' digital literacy and technical application ability, and adapt to the digital development requirements of a strong country in education.

5.4. Strengthen Quality Monitoring and Continuously Optimize the Training System

Establish a tracking and feedback mechanism for the quality of compound talent training, regularly carry out industry research, graduate visits and employer evaluations, dynamically adjust training objectives, curriculum content and teaching modes according to social needs, and achieve continuous improvement.

6. Conclusion

The construction of a strong country in education provides strategic opportunities for the development of private universities and also puts forward higher standards for talent training. Cultivating senior compound talents is the core task for private universities to serve the national strategy, achieve connotative development and meet social needs. At present, private universities still face many challenges in compound talent training, including objectives, curriculum, teaching staff, practice, evaluation and guarantee. It is necessary to construct an all-round, multi-level and characteristic talent training system with systematic thinking.

In the future, private universities should closely focus on the goal of building a strong country in education, adhere to the application-oriented, local and characteristic positioning, take interdisciplinary integration as the path, industry-education collaboration as the starting point, teaching staff as the key, and institutional innovation as the guarantee, continuously improve the training system of senior compound talents, comprehensively improve the quality of talent training, and contribute the unique strength of private universities to accelerating the construction of a strong country in education, science and technology, and talent.

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