Study on Training Mode of Economics Management Talents in Agricultural and Forestry Universities from the Perspective of IUR (Industry-University-Research) Collaborative Development

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Abstract. “Training Program of Excellent Agriculture and Forestry Talents Education” is the main component of national comprehensive reform of higher agricultural and forestry education, served as another talent training project after the implement of “Project 985” and “Project 211”, focusing on training a group of outstanding agricultural talents of outstanding innovation, compound application and practical skills, who are resolved to serve the issue of agriculture, rural areas and farmers. With a focus on the cultivation of economics management talents in agricultural and forestry universities, this paper analyzes the significance of its cultivation path, and points out its current situations and existing problems, and puts forward the cultivation strategy from the perspective of IUR (Industry-University-Research) collaborative development, thus aiming to train compound practical talents capable of practice and entrepreneurship for this major, which can meet the demands of the market and society.

Foreword

The Outline of National Medium and Long Term Educational Reform and Development Planning (2010-2020) puts forward proposals “to innovate the training mode of talents, and explore various training methods to form the situation in which all kinds of outstanding and innovative talents constantly emerge”. In 2013, the Ministry of Education, the Ministry of Agriculture and the State Forestry Administration of the People’s Republic of China issued “Opinions on Implementing Training Program of Excellent Agriculture and Forestry Talents Education” and” Some Opinions on Promoting the Comprehensive Reform of Higher Education of Agriculture and Forestry”. It’s therefore obvious that the cultivation of excellent agricultural and forestry talents is of vital significance in promoting national educational reform. With a focus on the cultivation of economics management talents in agricultural and forestry universities, this paper studies the training mode of agricultural-forestry talents compatible to Industry-University-Research collaborative development, to provide reference for cultivating compound applied talents with innovative practical ability and entrepreneurial quality in agri-forestry economics management major.

The Significance of Talents Training

It Follows the Trend of Innovative Country Construction and Rural Revitalization

China’s economic development has undergone great changes nowadays, which transforms itself into intensive economy driven by innovation from traditional extensive economy based on production factors and investment. Innovation has become the development theme of today’s era. On the one hand, the Communist Party of China and government put forward innovation-driven development strategy to build up an innovation-oriented country; on the other hand, General
Secretary Xi Jinping, firstly puts forward the concept of “the rural revitalization strategy”, in which talent revitalization plays a significant role. As an important source of talents for rural development, agricultural and forestry universities provide important intellectual support and guarantee for construction and development of rural society and development of the whole rural areas, in which especially the talents of economics management are needed for the economic development of rural areas. In this process, it is an inevitable requirement to carry out innovative practical education in agricultural and forestry universities and to train innovative practical talents in the new era. Therefore, building a scientific and reasonable curriculum system of innovative practical education and cultivating innovative thinking and practical ability of students in agricultural and forestry universities have become an important part of deepening the reform of higher education in agricultural and forestry universities in an all-round way, which is beneficial for providing talent guarantee for “rural revitalization” strategy.

**It Meets the Urgent Demands for Higher Education Reform and University-enterprise Cooperation**

Deepening the reform of higher education in an all-round way has become a major issue for colleges and universities at present. The report at 19th CPC National Congress emphasizes that in deepening the reform of higher education, we should “deepen the reform of education, deepen the integration of industry and education, and university-enterprise cooperation, and speed up the construction of first-class universities and disciplines, to realize the connotative development of higher education”. Therefore, the cultivation of Agri-forestry economics management talents in universities is of great significance to university-enterprise cooperation. Economic development is the most important part of the development of rural areas in China, and the development of rural economy mainly depends on the development of agriculture-related enterprises. The development of agri-related enterprises urgently needs professional talents. As large numbers of agri-related enterprises have entered the period of rapid development, they rely on the constant input of talent resources proficient in agri-forestry economics management. At present, agricultural production is becoming more and more massive, modern and intelligent. Compared with traditional agriculture, the development of modern agricultural industry and agricultural-related enterprises requires more strictly for talents, of whom the capability of innovation and entrepreneurship are the new requirements for development of modern rural areas. Therefore, local agricultural universities play an irreplaceable role in delivering high-quality talents for rural economic development.

**It Supports the Professional Training of Talents of Innovation and Entrepreneurship and Promotes Employment**

As higher education now has become public education to a large extent, today university students are facing great employment pressure. For students from agriculture and forestry universities, there are many opportunities for them to return home and start their own businesses, which is a key step to promote university students’ employment and entrepreneurship, and to alleviate employment pressure. At present, under the background of rural revitalization, beautiful countryside construction and mass entrepreneurship and innovation, these students can seize the opportunity to go to the countryside and start their own businesses. The strategy of “rural revitalization” will surely bring preferential policies to support the development of agriculture and rural areas as well as farmers, injecting more driving power in production and life, thus eventually generating more opportunities for work or entrepreneurship, and attracting more high-quality talents like university students back to the rural areas. In this case, students with innovative practical ability will be more prominent, the training of whose innovative practical economics management ability will become more meaningful. Supported by the strategic conditions of rural rejuvenation, university and college students can make use of their knowledge, skills and social networks to start businesses in the countryside. Talents with professional economics management ability will have more advantages in entrepreneurship, and emerging industries or enterprises will continue to need more economics management talents.
Current Situations and Existing Problems

Training Mode Cannot Meet Diversified Social Needs for Talents

In the new era of economic and social transition, the social demand for talents is diversified. Although most universities have carried out the reform of talent training mode, the existing training mode cannot adapt to social demands for diversified, compound and outstanding talents of innovation and entrepreneurship. Influenced by the traditional concept of agriculture and forestry education, the current training mode lacks flexibility, practicality and innovation in aspects of training ideas and curriculum setting, and lacks scientific and precise orientation of the training objectives of outstanding agricultural and forestry talents. Therefore, the students trained cannot meet the diversified needs for agriculture modernization. In the past, during the process of talent training, excessive emphasis on theoretical teaching and weak emphasis on practice teaching section lead to the disconnection between theory and practice, and it is difficult to meet the requirements for students’ innovation and entrepreneurship training, which is also far from the construction of an innovative country.

University-enterprise Cooperation is not Close Enough and Teaching Practical Bases Need Further Improvement

Many universities lack a clear concept of cultivation in terms of cultivation concept of agri-forestry economic management talents. Most agricultural universities in China possess the same training objectives, ignoring the characteristics of regional agricultural development, with outdated teaching content and lack of diversity of teaching methods. In the existing practice teaching sections, although some practical teaching bases have been built, the construction of fixed practical bases inside and outside schools for cultivating agri-forestry management talents is insufficient, such as lack of standards for practical bases construction, the weakening of practical teaching effect and so on. Most of the practical bases only serve as places for students to recognize and visit, and fail to perform their due functions and paly their own roles. It is difficult to cultivate and improve students’ practical skills because of the distant school-enterprise alliance and little contact and interaction between enterprise tutors and university teachers. Some enterprises and industry departments have low initiative and enthusiasm to participate in the training of collaborative talents for their own interests, and they are not willing to participate in the training of collaborative talents, which lead to the failure of the university-enterprise collaborative training mechanism of talents, of which the practical teaching and teaching of innovation and entrepreneurship are inefficient, and the effects are not obvious.

Training Mode is Affected by Students and Their Parents’ Ideas and National Polices

Agriculture-forestry economics management is a major calling for mutual integration and promotion of theories and practices. It requires a team of teaching staffs with solid basic theory, profound academic attainments, rich scientific research and production experience, and a well-equipped practical teaching base. However, due to the deviation of social understanding of agriculture, agricultural and forestry universities cannot win the support of society and parents, which makes them at a disadvantage in national college entrance examination system. The growth rate of the enrollment scale of agricultural-related majors in these universities is much lower than that of other majors. At the same time, compared with other industries, lagging agricultural development in China, poor rural economy, and low salaries of employment result in the unwillingness of high-quality candidates to give priority to joining in the agriculture and forestry industry, leading to the shortage of students in agriculture and forestry majors. Meanwhile, insufficient funds for professional construction in the agricultural and forestry specialty, poor conditions for practice and scientific researches in bases, imperfect infrastructure and relatively backward production tools also exert a negative impact on the cultivation of agri-forestry economics management talents.
Training Strategy for Talents of Agriculture and Forestry Universities from the Perspective of Collaborative Development of Industry, University and Research

To Make Clear the Goal of Collaborative Development

The purpose of collaborative development of industry, university and research is to cultivate students’ innovative thinking and practical ability, and to improve students' practical level, training practical and outstanding agri-forestry economics management talents for the country. Therefore, the construction of the collaborative development system of production, teaching and research in agricultural and forestry universities must find the common points of all three parties, and pay attention to stimulating students’ innovative thinking and practical ability. At the same time, the construction of the education system for the collaborative development of industry, university and research must fundamentally starts from the overall improvement of students’ comprehensive quality, significantly improving the cultivation quality of agri-forestry economics management talents, and providing reserve and guarantee for the development of national agri-forestry economics management talents.

To Improve Talent Training System for Collaborative Development of Industry, University and Research

Improving the training system of practical agricultural-forestry economics management talents can be divided into three parts, including practical training of professional basic ability, application ability and ability of innovation and entrepreneurship. Agricultural and forestry universities should cooperate with agricultural enterprises and scientific research institutes to cultivate students’ practical ability while constantly improving the components of their own practical ability training system, such as experimental teaching, laboratory practice and internship. In this process, agricultural enterprises and other enterprises can provide internship or scientific research opportunities for students majoring in agriculture and forestry, so that students can gain more practical experience and improve their practical ability. The enterprises can obtain certain human resources through providing job opportunities. If necessary, they can apply to the relevant government departments for the corresponding preferential policies to achieve a win-win cooperation. Professional ability training of innovation and entrepreneurship is the key step to cultivate excellent economics management talents of innovation and entrepreneurship.

To Implement Three Sections and Build up Diversified Platform for Talents Training

In the process of cultivating agricultural-forestry economics management talents, universities should pay more attention to three sections: the connection of theoretical and practical teaching, the connection of curriculum setup and social needs, the combination of classroom teaching and network courses, and strive to create an environment for achievement of collaborative development of production, teaching and research. Through these three sections, the time and space of teaching aspect are extended, and the enthusiasm and initiative of learning are greatly stimulated, then the diversified mode of cooperative development of industry, university and research is formed. Online courses are provided through the Internet, and high-quality curriculum resources are shared, in order to train high-quality and multi-level talents for relevant enterprises and even the whole society.

To Increase Support of Science and Technologies and Share Achievements

Scientific and technological innovation is an important part of the collaborative development of industry, university and research. In the practical training system of agricultural and forestry economics management talents, we must strengthen the support of science and technology, and form a scientific and technological support system conducive to the combination of industry, university and research in the field of agriculture-forestry economics management, and organically combine basic research, applied research and professional personnel training in this field. During this process, enterprises mainly put forward problems, which can be identified by universities and research institutes, achieving the integration of the advantageous resources and collaborative
research and development. In the process of cooperation, universities continue to transport professional researchers to scientific research institutions, and research institutions and universities jointly carry out studies on enterprise projects and innovative technologies. With the help of enterprises’ production and application platform, scientific research achievements are transformed into real productive forces, with funds mainly supplied by enterprises for a long time, and enterprises have intellectual property rights of converted products. For the government, it is mainly responsible for the guidance support of scientific research technology. Once the collaborative development of industry, university and research has been established, its operation and development should be long-term, stable and efficient.

Conclusion

Through the study on the cultivation of agri-forestry economics management talents from the perspective of the collaborative development of industry, university and research, we can observe that there are still many problems to be solved in the process of cultivation. During the process of training, we must make clear the goal of the collaborative development, and actively implement three sections to build a training platform for diversified social talents. We need to strengthen scientific and technological support, and share research achievements, as well as improve students’ practical application ability, independent innovation ability and the struggling spirit to innovate in this process. Thus, the professional talents majoring in agri-forestry economics management should truly have both higher theoretical level and more proficient practical skills.

References


