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Research on Social Practice of College Students under the Cultivation Mode of Applied Talents

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Abstract: With the upgrading of industrial structure and the implementation of innovation-driven development strategy, the demand for applied talents in society is becoming more urgent. The goal of applied talent cultivation is to highlight the coordinated development of applied knowledge transformation and practical ability. As a link between theory and reality, college students' social practice is regarded as a core link in cultivating high-quality applied talents. Nevertheless, there are still problems existing in college students' social practice: the teaching system is disconnected from practical application needs, the platform resources are dispersed, and the internal motivation of students is lacking, resulting in the inability to fully transform the practical effects obtained by the students into professional competitiveness. Although some colleges have adopted models such as school-enterprise cooperation and project-based practice, they still fail to reach practical applications because they are weak in the systematic design, process management, and result transformation. At the same time, the digital age has also brought new opportunities for social practices; although models such as virtual simulation practice and inter-regional cooperation existed, they have not been developed. Based on this, this research focuses on the optimization path of social practice under the framework of applied talent cultivation, aiming to explore a feasible plan for the in-depth integration of practice-based education and social needs by reconstructing teaching logic, integrating social resources, and stimulating students' subjectivity, so as to provide theoretical support and practical references for higher education to serve regional economic transformation.

Keywords: Applied Talent Cultivation Mode; College Students' Social Practice; Practical Ability.

1. Introduction

Higher education is experiencing a significant shift from knowledge transmission to ability shaping. The applied talent cultivation model is improved and implemented to be oriented against professional needs, stressing the students' practical innovative ability and social adaptability. As a key node for the connection of the education chain and the industrial chain, the quality of this social practice will greatly influence the effectiveness of talent cultivation. At present, however, some universities still regard social practice as a supplementary link, lacking top-level design or resource integration, thus leading to practice content that lacks a coherent structure and vague principles for practice evaluation. Some students, because they lack clearly defined goals, are either complacent in doing only the bare minimum for their practice, or they practice formally without enhancing their students' ability or growth. Finally, the expectation of talents in emerging sectors has shift from an expectation of single-skill staff and professionals to an expectation of more typically, compound-ability professionals. Skills like data analysis and spatial-cross cultural collaboration need to be refined over time through OJT (on - the - job training) in the real world. Besides, the relevant policy in education and industry integration creates policy dividends for universities. Nevertheless, more systematic exploration is still needed on how to evolve enterprise needs into implementable operational curricula, and how to evidence viable and sustainable collaboration mechanisms over the longer - term [1] . This research is intended to address the contradictions raised above, it provides a set of empirical analysis and cases to evidence the emergent relationship between applied talent cultivation and social practice, and consider new opportunities to design and implement a practical 'demand, ability, and value, co - created' ecosystem.

2. Connotation and Types of Applied Talent Cultivation Mode

The applied talent cultivation model is designed based on professional needs and emphasizes the in-depth integration of both knowledge transfer ability and professional ability. The essence is to build a natural connection between the education chain and industrial chain. This model is focused, in terms of connotation, on the two-way interaction between theory and practice. Through a reconstruction of the curriculum system (i.e., competency-based), the industry standard and technical specification is converted into a teaching element; the relied on dynamic adjustment mechanism maintain the synchronization of talent cultivation with social need. The classifications or types of this model can be organized on the basis of its distinction in implementation paths. The school-enterprise cooperation type creates a deep level of engagement by the enterprise in both curriculum design and co-building of practice bases, a localized one would be improving the German dual-system education. These projects often lead students to solve complex complex problems utilizing real topics within industry specifications, such as graduation design model "solving real problems" engineering. The interdisciplinary integration type dissolves professional boundaries and creates composite practice teams around the needs of emerging industries, as illustrated within the work of potential talent development in the digital economy field. It is noteworthy that despite the cultural differences of one country to another, they share an underlying practical duality in either "ability output" or "social service". The industry - education integration policy that has been rolled out in China in recent years is an application of this principle where the goal is to address a structural contradiction between the supply of higher education and social demands for talent.

3. Analysis of the Current Situation of College Students' Social Practice under Applied Talent Cultivation Mode

Regional disparities exist. Economically developed regions have abundant practical opportunities that derive from the benefits of industrial agglomeration, while universities in under - developed areas are constrained by the density of enterprises and funding for practices, where the practice platform is usually for low - complexity labor experiences. At the participation level among students, there is both the reality of utilitarianism and cognitive bias. Some students think of practice simply as a form of gilding their resume and disregard the fundamental value of constructing an ability. Regarding technological empowerment, the use of digital means of engage practice such as virtual simulation and remote collaboration are only in the pilot stage, and the traditional offline model for access and engagement of practice has not developed into a pathway to maturity based on using online resources. It is also important to point out that the forces for the changing demand for talent in emerging industries are forcing the innovation of practical models. For example, cross - field topics in new practices such as the ethics of artificial intelligence and the management of carbon - neutral projects are starting to be included for practice, but most of this work still has been only at the leading universities' or project demonstration phase and have not created a large - scale experience for design and practice. The asynchrony between the reform on the education supply - side and the upgrading on the industrial demand - side further exacerbates the low conversion rate of practice achievements, highlighting the urgency of mechanism innovation and ecological reconstruction [2].

4. Improvement Strategy of College Students' Social Practice under Applied Talent Cultivation Mode

4.1. Optimizing the Teaching System to Promote Practical Education

Optimizing the educational system to develop experiential education needs to rebuild the education ecosystem, with in - depth integration of industry and education as the main premise. In the dimension of curriculum design, it is essential to break traditional disciplinary boundaries and systematically embed technical standards of industry and the associated ability profiles into the teaching syllabus. In the case of intelligent manufacturing, the course could be developed under modularized format with reference to the skill requirements of "Made in China 2025" in order to pre – emptively synchronize theoretical teaching and industrial technology advancement. At the level of educational implementation, the theory of a "dual - teacher collaboration" mechanism should be introduced. University teachers and enterprise engineers jointly design project - based educational cases. For instance, a local university collaborated with a new - energy vehicle enterprise to jointly design a training project on battery management system, whereby the organization’s R&D process was repurposed as the educational scenario for practice. A curriculum update mechanism should be integrated with a "dynamic feedback loop". Leveraging the joint teaching and research team for schools and enterprises, data on changes to technologies on the production front - line needs to be collected regularly to ensure that the error in the update frequency of practical teaching content and the cycle of enterprise technology iterations remains within 12 months. On the faculty construction side, an "ability - driven" strategy needs to be put in place by ensuring professional teachers complete, every three years, on - the - job practice in enterprises for at least six months, the achievements of the technological breakthroughs can be transited to designate indicators in the construction of teaching resource libraries [3]. The reform of the assessment systems should move past the assessment paradigm of the examination - paper and establish the assessment standard as equivalent to the industry standard as the benchmark of practical ability. For example, in the construction engineering study programs, the key points of the assessment for the national registered constructor practical exam can be decomposed into phased practical task. It is worthwhile to mention that with the optimization of the teaching system, the one - sided tendency of "technology supremacy" needs to be guarded against. While strengthening the training of hard skills, modules for cultivating soft qualities such as professional ethics and craftsmanship spirit should be implanted in the courses to construct a "technical ability - professional identity" double - helix growth model, so that practical education can truly become an incubator for students' professional lives.

4.2. Strengthening Management to Ensure the Orderly Development of Practice

To reinforce management ensuring smooth practice, a collaborative governance system must be organized that defines responsibilities and rights. At the level of institutional design, universities need to establish special institutional regulations on studying the management of social practice, specifying the functional boundaries of the academic affairs department, secondary colleges (faculties), and the school - enterprise cooperation office. For example, at the practice-oriented university, an inter-department practice guidance group has been created, which can always be helpful in coordinating resource allocation and risk management in practice through regular meetings. The framework for school and enterprise collaboration should standardize the cooperation agreement template, provide the minimum class - hour for enterprise tutors in supporting practice on campus, and evaluate students' practice as part of the corporate supervisors' performance indicators, thereby forming contract relationships that are mutually constrained. Within process management, the framework of project management should be introduced, and tools such as Gantt charts utilized to divide the practice cycle into stages and specify the quality acceptance standards in delivery for each stage. For example, the intern process in intelligent manufacturing major is organized into three progressive modules: equipment recognition, process simulation, and production line operation [4]. The safety assurance system needs to put in place an emergency response system that covers the entire process, jointly develop and develop customized practice liability insurance products with insurance companies, and in advance incorporate safety-regulation training in the practice preparation phase. Additionally, in the quality monitoring link, a digital management platform can be developed to integrate students practice folder, enterprise feedback data, and teachers' evaluation data, and through big-data analysis understand the fluctuation trend of practice effectiveness. It is

worth mentioning that the innovation of the management mechanism has to take into account the balance of standardization and flexibility so that excessive management system does not prevent the vitality of practice. As an example, one local university allows the secondary colleges to provide 20% of self-adjustment of practices dependent upon the features of the different majors whereby centralized management functions to enable all practices to be normalized. This allows for quality overall, but also respects the difference among disciplines. This refined management model can not only avoid the risk of fragmentation of practice-action activities but also provide institutional support for the depth of integration of industry and education.

4.3. Expanding Platforms to Enrich Practice Opportunities

To broaden platforms and enhance practical training functions, attempts should be made to build a multi-dimensional practical ecosystem. For the construction of the physical platform, characteristic industrial colleges can be established according to the industrial layout of the area. For example, the universities in coastal areas can jointly establish digital trade practice bases with cross-border e-commerce enterprises, allowing students to enhance their practical abilities in international trade through real business processes such as customs declaration and cross-border payment. Regarding the development of the virtual platform, immersive training environments can be constructed through the integration of virtual simulation technology and augmented reality devices. The intelligent factory VR system developed by the mechanical engineering major of a university has enabled safe training in high-risk scenarios such as disassembling equipment and diagnosing faults. At the level of regional coordination, the university alliance should be promoted to sign talent co-cultivation agreements with industrial parks and also establish cross-university centers for scheduling practical resources. For example, the shared new energy vehicle testing platform between six universities in Yangtze River Delta region can alleviate the problem of insufficient equipment investment in a single university. In order to broaden the international views, cooperation programs with the "Belt and Road" countries need to be combined with an overseas station for engineering practical work. Civil engineering students engage in on-site inspection of aid-construction events thus deepening their perspectives on engineering professional ethics in a cross-cultural context. From the point of view of innovation and entrepreneurship, "innovation workshops" can be established by using real R & D needs of business partners. For example, in a collaboration between an electronic technology industry and a university, IoT laboratory, the students? smart home design systems are embedded in the product development process of the business. For platforms to be successful an active mechanism for elimination should be used to ensure always contracting new technology and appropriate education to offer partners, compliance with what initiative should remain an interactive process. This networked platform affected by in some platforms an enhanced resource coupling to integrate educational industry related ability development technological and educational requirements will help to link students education and the real world professional context and in itself be an initiative to improve real education practice in emergent networked environments [5].

4.4. Enhancing Awareness and Motivating Students to Practice

To promote students' identity and inspire their desire to practice, we should create a two - way system of cognitive restructuring and value guidance. Vocational values education should be implemented in the entire process of practice. Mission education modules can be designed in themed practice, such as rural revitalization and community governance. For example, a university builds up the link of rural household demand research node in the rural e - commerce project to support the farmers in the area and allow students to feel the social value of professional skills. The curriculum system would add a pre - course of "Introduction to Practical Cognition," where to examine the growth path of vocational ability by analyzing real - life project case studies from industry in the process of teaching - learning. For example, Analysis of intelligent warehousing system upgrades will allow the logistics management major to develop a correlated concept between technology iteration and personal development in learning. The design of the incentive structure needs to break the traditional exchange of credits, and allow varied incentive carriers, such as enterprise tutor letter of recommendation, and skill badges and certificates from industry. A coastal university and a shipping company collaboratively established the "Outstanding Engineer Scholarship", which closely relates the degree of practical contribution to resource for career development. At the level of psychological support, a system for diagnosing practical abilities is developed to use big data to analyze students practical skill deficiencies and interest tendencies, then to produce personalized advice letters for practical courses of action. The transformation mechanism of practical achievements needs to link the campus and the social evaluation system. For example, the architecture major included students' historical block renovation plans in the local government's project alternative database to attain social recognition for the practical achievements. Regarding building a culture, the University should hold "Practical Pioneer Forums" consistently, where nominated outstanding alumni will share critical practical experiences of their career development to reinforce a peer-example effect. The effort of technology empowering practical significance could build a visualization platform for the practical process to document and authenticate their practical achievements using blockchain technology which could create a traceable history of ability development. This awareness - awakening mechanism transforms external drive into internal motivation, enabling students to realize the shaping value of practice for the extension of their professional lives through in - depth participation, and ultimately forms a virtuous development closed - loop of "cognition - experience - improvement".

5. Conclusion

The thorough integration of applied talent development and social practice is an unavoidable choice for higher education in response to the demands of the times. In optimizing the teaching system, it is imperative to integrate disciplines, incorporate industry requirements into curriculum design, and ensure that the goals of practice are clearly matched with professional capabilities. In strengthening the management mechanism, there needs to be attention to the dynamic feedback of the process and the formation of a closed loop of "goal-execution-evaluation" to avoid social practice from

being symbolic and lightly substantive. In expanding platform resources, it is important to utilize digital means to construct practical situations, a hybrid of virtual and real-life items, which can offer students diverse spaces to demonstrate their abilities. In stimulating students' internal driving force, there should be a reform of the evaluation system, connecting practical outcomes with individual pathways of development to raise their self-awareness. In the subsequent stage, the digital transformation of society practice and improvement of the mechanism of co-benefit between universities and enterprises, may be the path forward. Educators need to integrate social resources with a more open perspective, upgrading social practice from a "teaching link" to an "educational ecosystem", enabling students to internalize knowledge and reshape values in real - life challenges, and ultimately providing the regional economic development with applied talents who have both professional qualities and innovative spirits.

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