

The Innovation of Talent Cultivation Models under the Background of "Double First Class" Construction in Higher Education

Jiajing Li^{1,*}

¹School of Foreign Studies, Minzu University of China, Beijing, China

*Corresponding author: 2868252559@qq.com

Abstract: Faced with the new stage of higher education development, the construction of "Double First Class" (Double 1st) has become an important strategy to improve universities in China. Under the "Double First Class" initiative, China wants to improve the overall development of its universities in terms of teaching, research, social service with a focus on its talent cultivation. How to train and adjust talent training mode is an important problem that universities face today. The paper firstly, studies the background and requirement of the "Double First Class" initiative; Secondly, presents difficulties of present talent cultivation; Finally, puts forward some innovative models for cultivating talents, such as the innovation of curriculum, the reform of practical teaching, the integration of disciplines and the cultivation of internationalization. The study proves that the innovation of talent cultivation model can improve students' comprehensive quality effectively, and providing new vitality for the development of China's higher education.

Keywords: Talent Cultivation Models; Innovation; Higher Education.

1. Introduction

In the age of globalization and the knowledge economy, talent has emerged as the core factor of national competitiveness. So as to elevate the overall quality of higher education in China, the country initiated the "Double First Class" project to support the construction of world-class universities and world-class disciplines. As the "Double First Class" initiative advances, how to develop new social recruitment models and improve students' comprehensive abilities has also become a common challenge for all universities. Colleges and universities should not only break down the barriers of traditional disciplinary institutionalization, but also explore the new talent cultivation mechanism that meets the requirements of the society and the times.

Among the core objectives of the "Double First Class" initiative is to enhance the quality of education, which is highly related to the innovation of talent cultivation models. Universities are responsible for training high-quality, interdisciplinary talents that meet the needs of social development through reform and innovation. Therefore, this paper analyzes the background, current situation and development directions of cultivating models of ingenious talents under the "Double First Class" under the reform trend of the old liberal education for the old liberal education.

The "Double First Class" (DFC) initiative is a critical component of China's higher education development strategy focused on improving the international competitiveness of Chinese universities and promoting technological innovation and cultural heritage. Relevant policies from the Ministry of Education emphasized that building world-class universities and disciplines would not only require strengthening innovative academic research and specialized disciplines, but also require fundamentally changing the talent cultivation model [1].

The "Double First Class" initiative, which aims to build

world-class institutions, highlights improvement in talent cultivation, one of the core components of building world-class institutions. Universities are not only responsible for providing students with deep professional knowledge, but also for cultivating innovative thinkers, cross-disciplinary talents, and international views. That is, a systematic innovation and optimization of talent cultivation system, including curriculum design, teaching methods, evaluation system, etc [2].

2. Challenges Faced by Current Talent Cultivation Models

Although the quality of higher education in China has been improving constantly with the "Double First Class" initiative, there is still a long way to go. First, the education based on traditional disciplines tends to focus on single-disciplinary cultivation and lacks the integration and innovation between disciplines. Most problems and challenges in the world require multidisciplinary knowledge and skills to solve, so higher education needs to break down disciplinary barriers and facilitate integration [3].

Second, the current teaching model is still traditional, with a heavy emphasis on classroom-based instruction, and less focus on practical and innovative elements. While theoretical learning has always been important for educational systems, the private sector would focus more on developing individuals that possess practical capabilities as well as innovativeness. As a result, despite a demand for this in higher education, it continues to leave a gap in actual teaching practices, with students largely neglected by virtue of practical experience [4].

In addition, the internationalization of higher education (HE) has a low degree. As the frequency of global cooperation and exchanges has been rising, it has become important for universities to train talent with a global perspective. However, compared with some universities, many universities are still lagging behind in the aspect of internationalization, and have

not invested enough in international education resources and overseas exchange program opportunities [5].

3. Pathways for Innovating Talent Cultivation Models

In this context, the potential and challenges associated with "Double First Class" have been imbued to make the reform of talent cultivation model the core of educational reform in Chinese universities. China has to do so as it tries to rank its universities among the top worldwide ones, which makes this strategic focus important. Consequently, there is an urgent need to revamp and modernize the talent cultivation models which by their very nature have become innovative and progressive. With universities needing to change to meet the requirements of the "Double First Class" initiative, they also need to change in a manner that increases the quality and meaningfulness of their programs by providing top graduates that are skilled at practicing their discipline and for functioning in a changing global environment. And here, in response to our call for something of genuine innovation, are some of the key areas of new direction we had to think we had come up with:

Curriculum system is the basis of the innovation of talent cultivation modes. The curricula itself is the linchpin of the skills, knowledge and competencies of each student; thus, any change in pedagogical method begin with it. The challenge before many academic fields today is to create a more flexible, integrated framework that responds both to societal needs and to the specificity of academic disciplines themselves. This change is essential to creating talent who can process information, adapt to environmental change and address the pressures of national innovation systems and varying global challenges. Some of the examples could be: A combination of courses in computer science/ AI/ big data could result into an inter-disciplinary course that may erode existing boundaries between academic fields. Such interdisciplinary programs inspire not just technical know-how but also an innovative mindset. On top of that, students involved in these programs are prepared to work across disciplines solving problems that merge talents from different fields. Courses that combine the latest in technology with the social sciences, business, and humanities allow students a more well-rounded education and the chance to tackle problems from varying angles [6].

Further, this advancement in systems of curriculum should also show a focus on elective classifications. They provide an opportunity for students to study subjects outside their majors, and to explore intellectual curiosity building specialized knowledge that grounds their work. These courses can motivate students by exposing them to new disciplines, concepts and practices that empower independent learning and enable them to address the challenges of today, and tomorrow. By offering a broad spectrum of elective choices, students feel inspired to self-direct their academic interests, in turn learning from the content rather than just regurgitating it, and guiding their academic and professional paths in the process. Such adaptive learning settings help [3] to foster accountability to be responsible for their own learning success [6] and make them ready for the changing world of adaptability and continuous learning [7].

Another key path of innovation for talent cultivation under "Double First Class" is practical teaching. While the old education models tend to focus merely on the theoretical aspect of the course, the modern industries and the fast-paced

needs them to acquire skills which are beyond the book. Universities will have to look for ways to incorporate real world applications to the curriculum so that students can apply theoretical knowledge in a way that it can help solve the problems. Social practices, laboratory processes, experiments, and participatory innovative projects, are all part of this transformation.

Practical training is necessary to provide students with experiences that help them connect theory with practice and prepare for the challenges they will face in their careers. For instance, if the students are familiar with partnership cooperation between the university and industry, the projects they work with can be in line with what the industry needs as well as the industry trend will be in with execution. These partnerships provide opportunities for students to gain practical experience while encouraging innovative ideas and creative solutions. Internships, cooperative research, and training programs needed to give students work experience relevant to their careers. Skills learnt through these experiences are beneficial for technical expertise as well as behaviour skills, for example, communication, teamwork and leadership skills.

In addition to that, practical teaching should also build leadership and collaboration skills. There is also a university responsibility to encourage the formation of teams and leadership on projects. The strategy fosters key soft skills like project management, conflict resolution, and collaboration that are integral in any work environment. Collaborating on complex assignments enables students to learn how to be a team player, navigate a range of perspectives, and work together to achieve a shared objective. Articles: Providing students with variety of platforms to excel not only gives them experience of technical knowledge but also gives them a chance to develop the skill of leadership & inter-personal relations [8].

The move away from a stable-centered study and experience under "Double First Class" model is gradual. Universities need to continuously evolve and better tailor their curriculum and pedagogical approaches to the requirements of the local and global economy. This logic is true when it comes to emerging technologies and areas of study, but the real innovation in talent cultivation lies in creating a culture where students learn to think critically, work across disciplines, and adapt their learning to complex problems in practice. This change will eventually churn out graduates who are not only masters in their discipline but also adaptable, dynamic and aware global citizens able to lead in a fast-paced world.

4. Interdisciplinary Integration and Innovation

Cross-disciplinary integration has been a key focus of social development and also a significant part of the "Double First Class" construction project, which is an important educational reform measure in China to improve the quality and international competitiveness of Chinese universities. Breaking down purpose-built silos of delivery and expertise is no longer advisable — it is a strategic imperative if the level of innovative thinking and problem solving capabilities required for the future are to be met by traditional linear approaches to strategic design thinking. The complexity of twenty-first-century industries and global challenges demands that universities foster cross-disciplinary integration

and collaboration. Not only will this help universities channel graduates with the exact technical skills necessary in their fields, it will also deliver citizens better able to think globally and innovate by bringing together information from a variety of knowledge bases.

In doing so, disciplines start to break down barriers between them, allow ideas to rub together freely, and create not only richer academic inquiry, but also the benefits of innovation. Combined interdisciplinary innovation classes that incorporate computer science, economics, environmental science and other fields encourage students to view problems through multiple lenses. The co-teaching offered at RCID, in which faculty from across the disciplines team-teach, provides students with exposure to multiple teaching styles and paradigms, creating a broader framework for understanding complex topics. The department helps students gain holistic knowledge that integrates across disciplines by taking advantage of inter-departmental research collaborations, where students often work on projects that span multiple areas of expertise. Such opportunities foster critical thinking and encourage students to address problems in novel ways, preparing them to face challenges that do not conform strictly to the supplanting of any single discipline. Interdisciplinary engagement expands students' knowledge and intellectual horizons and prepares them for future employment in an ever-connected and multidiscipline global workforce [9].

Moreover, interdisciplinary collaboration reflects the environment of technology-driven globalization and evolving human needs in which students will work. For example, solutions in areas like artificial intelligence, biotechnology, and sustainable energy, involve numerous interdisciplinary technical, scientific, economic, and ethical factors. To solve these complex challenges, we need to be able to multi-task across disciplines, utilize diverse streams of knowledge, and collaborate with people from a wide range of backgrounds. So, because of this an interdisciplinary approach and environment of encouraging students to learn together is the most vital thing needed for a better future as an easier way of getting things done and meeting the demand of the everchanging world as per need [10].

While the trends with interdisciplinary integration and internationalization have influenced an important part of talent cultivation, globalization has become another key distinctive feature. With the world getting smaller, being able to successfully work in global settings is a critical competence for learners today. Universities should seek to improve their collaboration with universities and research institutions from around the world to create opportunities for the students to study abroad in exchange programs, joint degree programs as well as participation in collaborative research projects. Through these international partnerships, students gain exposure to new educational systems, cultures, and perspectives, expanding their knowledge of the world and preparing them for careers in a globalized workforce.

In addition to exchange programs, there should be more priority given to foreign language education and intercultural communication training at universities. As the job market becomes more globalized, the skill of communicating beyond cultures and tongues will be critical to their careers. After all, by motivating the improvement of foreign language skills in students, as well as providing space for intercultural encounters, universities prepare the student to the global perspective and the understanding of the complexities that

venture about the processes of international collaboration. Language and articulation are some essential skills that every student who wants to work in a multinational organisation or international organisation or, at any stage of his/her professional life such as a teacher or a trainer needs to have the you need to speak to people from different cultures.

Finally, due to the range of international education models — including dual-degree programs, international collaborative research, and global internships — universities are able to provide students with expanded and diverse learning environments. Such exposure — learning about the world around them — are key pillars of international experiences that prepare students to become both local leaders and global change-makers. Exposure to this kind of international experience is needed to acquire the international perspective and capabilities that will be needed to meet global challenges in business, the sciences, diplomacy, or public policy in the 21st century [11, 12, 13, 14, 15].

Double first class focus on the innovation of talent cultivation, both the integration of disciplines and the internationalization of education are two primary strategies for it. To have a better educational experience for students, universities need to work toward interdisciplinary learning while ensuring exposure to various cultures. Such steps would improve the quality of education and also find out the scope of the educated people to become leaders and innovators in tomorrow's ever complex and connected global world.

5. Conclusion

Under the background of the “Double First Class”, the innovation of talent cultivation model should not only make breakthroughs in the academic teaching and research but also in the way, content, and method of cultivation of talents. Universities can rise the overall quality of students and the capacity of innovation by innovating the curriculum system, deepening practical teaching, promoting interdisciplinary integration and enhancing international education. This will foster agile, highly skilled, cross-disciplinary people for national and civic advancement. In the future, universities should further explore innovative talent cultivation models on the basis of the "Double First Class" initiative, and promote Chinese higher education to a new height.

References

- [1] Ministry of Education. (2017). "Guidelines on Accelerating 'Double First Class' Construction."
- [2] Li Ming. (2020). "Reforming Talent Cultivation Models in the Context of Double First Class."
- [3] Wang Xiaoming. (2019). "Interdisciplinary Education and Innovative Talent Cultivation."
- [4] Zhang Hua. (2018). "Exploring Higher Education Development Models in the Context of Internationalization."
- [5] Sun Hong. (2021). "Reform of Practical Teaching in Higher Education."
- [6] Liu, Y. (2020). "Innovative Approaches to Curriculum Design in 'Double First Class' Universities."
- [7] Zhao, S. (2019). "Enhancing Student Engagement through Elective and Modular Courses."
- [8] Chen, L. (2021). "Practical Teaching Innovations in Top Universities."

- [9] Wang, X. & Li, J. (2020). "Promoting Interdisciplinary Research and Education in Chinese Universities."
- [10] Xu, Y. (2018). "Building Interdisciplinary Platforms for Knowledge Sharing."
- [11] Zhang, T. (2020). "Globalization and the Internationalization of Higher Education in China."
- [12] Ma, Z. (2019). "Cultivating Internationalized Talent in Higher Education."
- [13] Wang, H. (2018). "The Role of Cross-Cultural Education in Modern Universities."
- [14] Zhang, S. (2021). "Innovative Education Models and Their Implementation in Chinese Universities."
- [15] Li, P. (2021). "Innovations in Higher Education Pedagogy and Student-Centered Learning."