Systematic Analysis of Bachelor-Master-Doctor Integrative Talent Training Model—Taking the Labor Economics Major of Harbin University of Commerce as an Example

Yong-hui DENG¹,a and Min-zhi LIANG¹,b,*

¹Harbin University of Commerce, Harbin, China
²73dengyonghui@163.com, ³1499319862@qq.com
*Corresponding author

Keywords: Integration of Bachelor-Master-Doctor, Problem Oriented, Talent Training Mode

Abstract. Facing the fast changing times, innovative talents training mechanism in Colleges and universities should follow the educational theory, cultivate the key abilities to support lifelong development and meet the requirements of the times, and cultivate morality and personality in the cultivation of abilities. The Bachelor-Master-Doctor integrative talent training mode is to construct a self-organizing and interactive Bachelor-Master-Doctor consortium of doctoral students, master students and undergraduates who have common academic interests and volunteer to engage in scientific research, and to give full play to cross-group science in social practice, research, academic exchanges and comprehensive evaluation, guided by problems. Students' "driving" and "supporting" effects, optimize the allocation of resources for talent training, enhance cognitive, cooperative, innovative and professional abilities, and cultivate useful talents to meet the needs of society.

Introduction

We are in an era of rapid change, with digital technologies such as the Internet and artificial intelligence increasing the uncertainty of the future. Because of its intrinsic mission of cultivating high-level talents, higher education has become the source of power for adapting to international competition and national innovation and development, and has become the main force of innovation-driven development strategy with talent as the carrier. In 2017, higher education gross enrollment rate of 45.7%, "China's education reform and development has entered a new stage," and it is necessary to "improve the institutional mechanism to promote the connotation development of higher education, and different types of higher education institutions explore the training mode that adapts to their own characteristics[1]." That realize the education function of higher education institutions.

Since 2015, from the perspective of improving the quality of personnel training, Harbin University of Commerce has put forward an integrated talent training mode of Bachelor-Master-Doctor. Doctoral, Master and undergraduate students with common academic interests will be constructed into a self-organizing and interactive consortium, guided by problems, supported by social practice research, academic exchanges and comprehensive evaluation, and through the "driving" and supporting effect, with the help of the cooperation and conversation of teachers as a booster, can achieve the common promotion of the three groups' key abilities of Bachelor-Master-Doctor in collaborative education. Finally, the key competencies are fed back to the elements and operation process, and then revised or tested. This cycle, continuous improvement of the talent training model, as shown in Figure 1.
The Concept of Bachelor-Master-Doctor Talent Training Mode

From the behaviorism teaching theory, cognitive teaching theory to the development of constructivism teaching theory, it is the process of constructing the meaning of behavioral response and internal psychological cognition to the internal and external environment. Serving scientific research as a means to train university personnel is a common practice of American research universities [2], it is to enable students to face the practical social problems, help students form the ability of critical analysis, the ability to collect evidence, make judgments on the basis of rationality and constantly reflect on what they are doing and what they are asking to do. All these are the abilities of inquiry, it is the core of ultra-complex society [3]. In the training of talents in the discipline of labor economics, the initiative of the Bachelor-Master-Doctor consortium is constructed with the help of problem situations; through the collection of information with the tutor group or more capable master students and doctoral students, social research practice and academics. In the communication, in the cognitive experience of multiple scenes, realize the meaning construction of participatory learning and research-based learning. This joint training of cross-group students will solve the development level of master students and undergraduates-independent activities. The level of problems is raised to the level of development that can be achieved, and the supportive effect of master's and undergraduate students on doctoral students will enable the doctoral students’ papers to be supported by basic data, and realize the three-way “reciprocity and cooperation and win-win”.

Knowledge is morality, and Socrates evaluates the cognitive role of education in goodness. Herbart believes that education is to cultivate students' inner freedom, perfection, kindness, justice and fairness. The Bachelor-Master-Doctor consortium with problem-oriented is a participatory learning and research-based learning process that affects talents and shapes talents. In the open classroom of observation, listening, perception and dialogue, cross-group students initiate the process of academic research and experience reconstruction of perceptual knowledge from case examples, and then explore the regularity of understanding. It naturally produces personality traits such as independent thinking, exploratory attempt, and responsibility and so on, which support lifelong growth; fosters rational, peaceful and sunny spirit of work and struggle in finding, defining and solving problems, cultivates high-quality laborers who are diligent and good at work, and realizes moral cultivation.
The Design Goal of the Bachelor-Master-Doctor Integrated Talent Training Model

The team of Bachelor-Master-Doctor, adopting problem-oriented project-based learning, cooperative learning, and inquiry-based learning. Bring into play the complementarity of the Bachelor-Master-Doctor consortium members in the way of thinking, behavioral focus and discipline paradigm, so that doctoral students can exert their innovative will and innovative ability to complete scientific research requirements and doctoral thesis writing; providing theoretical depth and practical material for graduate thesis writing; making undergraduates have scientific research experience, developing three levels of students' abilities.

Practical Path of the Bachelor-Master-Doctor Integrated Talent Training Model

Main Elements: Cross-community Unity Highlights Student-oriented

The Bachelor-Master-Doctor consortium is the main body of the integrative talent training model. It is a research team and practical research team for doctoral students, master students and undergraduates who volunteer to apply for scientific research and interest combination which is a participatory and research-oriented learning organization. The operation of the Bachelor-Master-Doctor consortium enables students to experience their own values, stimulate students' subjective consciousness and subjective initiative, and highlight the students-oriented.

Operation Process: Problem-oriented Learning Method is the Guide

The Bachelor-Master-Doctor consortium takes problem orientation as its core, enriches students' cognitive experience, develops students' innovative thinking and improves students' key abilities through theoretical study and situational scenarios of theory and practice, in-class and out-of-class, self-study and discussion.

The problem-oriented learning method is the core of the operation of the consortium, and is the key point for team formation, cohesion and research. The Bachelor-Master-Doctor consortium regards the hot issues in national and social development as the topic of the project or thesis, so that students can strengthen their understanding of economic theory in understanding.

Social practice research is the starting point of practical and realistic scientific research of the Bachelor-Master-Doctor consortium. It is the practice of President Xi's idea of "rooting in China to run universities on a large scale", which will enable students to achieve "learning in situ, growing in practice". Academic salon is an effective way to practice the speculative spirit of academic research and an important part of the operation of the consortium. Members of the consortium regularly organize "brainstorming" salon seminars in their spare time, students can get theoretical guidance and practical operation suggestions in the seminars. It can improve the efficiency of scientific research and personnel training.

Comprehensive evaluation is the guarantee of the good operation of the consortium. According to the training objectives of the three groups of students, the quality is evaluated by staged evaluation, result evaluation and long-term evaluation. In terms of staged evaluation, it provides timely and timely spiritual incentives for project results, social practice report writing,etc.; in terms of results evaluation, positive evaluation is mainly formed by the quality of graduation thesis. And provides reference for evaluation and joining the party; the long-term evaluation is to improve the quality of professional talents from the employment quality of graduates and feedback from employers.

Key Competencies: Cultivating Useful Talents to Meet Social Needs

Since higher education is the education level closest to the needs of the economy and society, "employers and employers are paying more and more attention to the innovative spirit, social skills and independent work ability of employees"[4], the skills required in the 21st century labor market are more related to one's quality, attitude and even professionalism[5]. Based on the above reasons, the Bachelor-Master-Doctor integrated talent training model cultivates students' key abilities from these ways.

Cultivate Students' Cognitive Ability in All-round Education. The talent training model...
confirms or falsifies the theory in problem-oriented learning; understanding the truth of truth from practice. In the participatory learning and research-based learning that combines in-class and extra-curricular, self-study and enhance cognitive ability.

Cultivate Students' Cooperation Ability in the Whole Process of Educating People. Among the three groups of Bachelor-Master-Doctor, the ladder difference between the three is beneficial to team members in cooperative learning. Complementing each other’s’ strengths, and jointly facing difficult experiences and shared visions enable students to form cooperative and cooperative actions.

Diversity of Cognitive Experiences to Develop Students' Creative Ability. Empirical studies at home and abroad prove that the diversity of cognitive experiences is positively related to the ability to innovate [6]. Social practice research providing students with a multi-scene cognitive experience; academic seminars and academic atmosphere in the form of team discussions and expert reviews will help students improve their ability to innovate in brainstorming and ideological confrontation, create effective learning actions.

Develop Students' Professional Ability in All Employees. Practice research improve the ability of students to interact with the surveyed people in different industries; it will help students to recognize social occupations, understand professional norms, and improve their professional quality and professional ability in the subtle way. At the same time, it also allows students to form ideological and professional qualities such as seeking truth and being pragmatic, cultivating morality, being honest and cooperating, distinguishing between right and wrong; increase the courage to try hard to try, believe in the confidence that you can solve, use the specific execution ability in the completion plan, and gain the professional ability of social practice.

Conclusion

Constructing the Bachelor-Master-Doctor Consortium of Labor Economics, combining discipline professional practice and talent training objectives, through social practice research and academic exchanges, undergraduate, master's and doctoral students in the independent learning, participatory learning, research-based learning, to promote learning, to promote learning, to achieve high-level personnel training phased assessment and cultivation training. Therefore, we will effectively improve the key abilities of students, achieve the goal of high-end talents for cooperation and win-win, and provide reference and reference for talent training in other economic management disciplines.

Reference