



On the Training of Special Professional Talents in Higher Education Institutions

Cheng chen

Jiayao Education Company SichuanChengdu 610000

Abstract: Due to the relatively unique educational target of special education teachers, higher education institutions need to continuously strengthen students' professional training skills, enrich the content of special education professional knowledge, and better adapt to the current development needs of special education. In the process of cultivating special education professionals, Chinese higher education institutions need to comprehensively analyze the current situation of professional talent cultivation, continuously optimize talent training programs, and provide more excellent professional talents for special education in China. The article provides reasonable suggestions based on the actual situation.

Keywords: professional talents; Special education; Higher education institutions

Optimizing special education courses, innovating educational teaching models, and meeting the personalized needs of students for special education learning are conducive to cultivating innovative thinking among college students, enriching their experience in special education learning, comprehensively enhancing their professional literacy, and cultivating more professional talents for society.

1. Analysis of Talent Training Models for Higher Special Education Majors

(1) Undergraduate training mode

Nowadays, there are two types of training methods for undergraduate students majoring in special education in China: a four-year consistent program and a 2+2 program. The four-year consistent system refers to the four-year undergraduate education of special education majors. At present, most universities still use a four-year consistent teaching model, which divides students into majors before enrollment and then conducts a four-year special professional talent training. In the first half of the time, the focus is on learning basic knowledge, while in the second half, the focus is on how to organically combine the learned knowledge with practical applications. The 2+2 training method refers to dividing the learning time equally. First, unified enrollment will be conducted in the name of education, without dividing majors. The first two years of public basic courses will be studied, which belongs to the stage of basic education; In the next two years, majors will be divided based on factors such as student preferences and rankings, and relevant courses will be studied, with a focus on cultivating students' practical abilities.

(2) College training mode

At present, colleges and universities in China are divided into two categories: higher vocational colleges and higher vocational and technical colleges, each with its own strengths and almost identical in essence. At present, there are two learning modes for special education majors at the college level. One is to conduct five consecutive years of college education, mainly recruiting graduates with junior high school education; Another approach is to pursue a three-year college education, targeting graduates with high school education.

The model of recruiting junior high school graduates through five consecutive years of vocational education aims to provide teacher training for special education schools. In the process of talent cultivation, there will be a focus. However, with the gradual development of special education, the drawbacks of this training method have gradually emerged. Due to the average quality of students being not strong enough, the level of teachers trained is relatively low, which leads to students being rejected by employers and their employment difficulty is quite high. So now the enrollment of five-year colleges in many universities is decreasing year by year.

The three-year college enrollment model is aimed at high school cultural graduates, and the training direction is usually divided based on the different special education targets, with a focus on cultivating targeted teaching staff. This model solves the problem of insufficient

student quality caused by the five-year college education system, and cultivates a relatively high level of teaching staff. Moreover, due to targeted learning, it has strong competitiveness in employment. However, due to the relatively short training time of this model, students not only need to learn basic knowledge and master basic skills in special education within three years, but also need to apply theory to practice, thereby accumulating the necessary experience for employment. Therefore, in the training process, both universities and students face considerable pressure, and whether it can be widely promoted remains to be seen. In addition, research has shown that the minimum requirement for employees in the vast majority of employers today is a bachelor's degree, so vocational college graduates face new employment pressure.

2. Analysis of Curriculum Setting for Talent Training in Higher Special Education Majors

(1) General education courses

Since the concept of general education was discovered two hundred years ago, its development process has been two centuries. The birth of general education provides students with a broad platform to promote their all-round development, making them become good citizens and high-end talents with comprehensive development. Many special education majors in domestic universities have offered courses such as general education to further improve the quality of special education workers.

The general education characteristics of special education in domestic universities are generally: firstly, similarity. Because the education department in our country has strict requirements for the curriculum arrangement of universities, requiring at least two general education subjects. In some universities, the importance of these courses is equivalent to the importance of compulsory courses. And the credit positioning for these subjects is basically the same in various universities. Secondly, general education courses are not "general education". Various universities have mentioned the need for comprehensive talent cultivation in their talent development plans, but some courses have a very small proportion in the design of general education courses. Thirdly, there is a serious imbalance in the ratio of compulsory and elective courses. The credit proportion of general education courses in various undergraduate institutions is generally around 30%, but there is a significant difference in the score between compulsory and elective courses. This means that the success rate of students choosing employment based on their interests and hobbies is very low.

(2) Subject based courses

The significance of professional basic courses is to teach students the basic information, basic rules, knowledge, and skills of their major, which is the foundation for students to further deepen their learning of professional courses. In most higher education institutions, this includes related subject basic courses, educational basic courses, and teacher education courses. Not only that, many higher education institutions also consider practice as a very important part of it, and the author categorizes it into teacher education courses. The main basis for offering basic courses in special education majors in various universities is as follows: firstly, differences. Although the basic courses of the major are mainly dominated by courses in psychology and education, the class hours, credits, and the proportion of total credits vary greatly in different universities. The number and credit ratio of professional basic courses in undergraduate level colleges are much higher than those in vocational level colleges, and even many undergraduate colleges account for 50% of the total credits in the training plan. Undergraduate level colleges have sufficient educational resources to offer courses in education and psychology, laying a solid foundation for students' future. Teachers trained in this way can not only be competent in teaching tasks in special education schools, but also easily undertake teaching tasks in ordinary schools. What vocational college graduates possess is only the ability to face special education, and their employment direction is firmly fixed in frontline special education schools. The second is the existence of differences. Mainly reflected in the delineation of boundaries between professional basic courses and professional courses. For example, some universities divide educational psychology, educational research methods, and education and psychological measurement into basic courses in their talent cultivation plans; But these courses exist as professional courses in other universities. It can be seen from this that there must be a set of standards for dividing disciplines.

(3) Professional courses

The professional courses of special education majors are the main purpose of cultivating special education majors, and they have a

direct impact on the essence and level of the profession. The professional courses in special education are mainly aimed at helping students proficiently master the basic skills, knowledge, theories, and the development of this field around the world, laying a solid foundation for their further development in this field.

The professional courses of special education majors in various universities in our country generally have the following characteristics: first, broad differences. The number of credits and study hours for special education courses varies among different universities. There are significant differences between undergraduate and vocational colleges. In addition, even the same university may have different course divisions in different majors. Because different schools or majors in the same school have different learning focuses, and each university also has professional courses that are suitable for its own characteristics. Secondly, both theoretical and practical aspects are emphasized. The traditional training methods require students to have a basic and solid foundation of knowledge, with a focus on their theoretical literacy. In the process of talent cultivation, the emphasis is on students' understanding and mastery of theoretical knowledge. The vast majority of compulsory courses in majors are specifically designed with practical aspects, generally including classroom exercises and experimental operations, as well as internships at special education schools. However, compared to vocational schools, the practice conducted is still far from sufficient. Thirdly, incompleteness. This is manifested as: firstly, some vocational colleges and universities are unable to fully offer all required courses in their majors, making it difficult for students to truly meet the requirements of the training plan; Secondly, the establishment of subject courses is far from sufficient; The third is to take special education courses as the main focus; The fourth is the establishment of obvious vocational identity education courses.

In summary, in order for special education students to better serve special children in China in the future, it is necessary to comprehensively analyze the current situation of talent cultivation in special education majors in higher education institutions. Analyze the shortcomings in teaching and continuously optimize the training program for special education professionals. Starting from the actual situation, innovate teaching concepts, effectively improve teaching effectiveness, and cultivate more special education professionals.

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