

# Exploration of the Talent Cultivation Model for the Integration of Industry and Education in University Asset Evaluation

**Bing Gao\***

Dalian University of Finance and Economics, Dalian 116000, China

\*Corresponding author: Bing Gao, 13840947914@sina.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** During the 14th Five Year Plan period, the main task of talent team construction in China's asset appraisal industry was to develop innovative talent training models. Therefore, this article focuses on the talent cultivation model of integrating industry and education in asset evaluation in universities, systematically summarizes the theoretical and practical significance of research on asset evaluation talent cultivation models in universities, and explores the construction measures of asset evaluation talent cultivation models based on the integration of industry and education that meet social needs and the development of the times<sup>[1]</sup>. At the same time, the strategy of constructing a deep integration talent training system was explored, guided by the integration of industry and education, to cultivate asset evaluation composite talents with strong practical skills. The aim is to provide a reference for improving the quality of asset evaluation professionals in China and promoting the development of asset evaluation talent training models.

**Keywords:** Integration of industry and education; Asset evaluation; Talent training mode

**Online publication:** August 26, 2024

## 1. Introduction

After the reform and opening up, the domestic and international economic situation changed, and ultimately China established a socialist market economy system. Against this background, the asset appraisal industry emerged and developed in China. Due to the relatively short development history of the asset appraisal industry in China, there is a certain gap between the professional quality and overall level of personnel in the industry and the internationalization requirements of the asset appraisal industry<sup>[2]</sup>. Therefore, in China's 14th Five Year Plan, one of the important development goals of the asset appraisal industry is to strengthen the cultivation of composite talents and to improve the overall quality of the talent team in the asset appraisal industry<sup>[3]</sup>. Based on this requirement, universities should aim to cultivate applied talents in asset appraisal, focus on practical education, and deepen the integration of industry and education, in order to improve the quality of talent in the asset appraisal industry and promote its healthy development.

## **2. The theoretical and practical significance of the research on the training model of asset appraisal talents**

### **2.1. Theoretical research on the training model of asset appraisal talents**

During the 13th Five Year Plan period, the domestic asset appraisal industry developed rapidly, but there were problems with the industry's development, such as an incomplete evaluation system, an imperfect system for cultivating high-quality talents in the industry, a significant gap in the quality of industry talents, and relatively lagging updates in industry theory and professional technology <sup>[4]</sup>. These problems make it difficult for the domestic asset appraisal industry to meet the needs of current social and market economic development. Policies propose school-enterprise cooperation to develop practical training courses, create practical teaching bases, improve teacher training systems, and combine theory with practice to strengthen the connection between schools and enterprises, create practical training bases, and deepen the integration of industry and education <sup>[5]</sup>. In the subsequent continuous development process, to further meet the needs of socio-economic development and promote the healthy and stable operation of the social economy, during the 14th Five Year Plan period, the China Asset Appraisal Association proposed seven basic goals to promote the development of the domestic asset appraisal industry. These basic goals aim to improve the overall quality of industry talents, promote the healthy development of the asset appraisal industry, and better meet the needs of economic development <sup>[6]</sup>.

### **2.2. The practical significance of the talent training model for asset appraisal**

In the 14th Five Year Plan, it is proposed that the asset appraisal industry should vigorously cultivate composite applied talents who can adapt to the needs of social development, have an international perspective, possess solid professional qualities, and have strong practical and innovative abilities <sup>[7]</sup>. Therefore, it is necessary to combine the current needs of social and economic development, with the cultivation goal of innovative applied asset appraisal talents with strong professional skills, theoretical foundation, and practical ability. Combine the concept of industry education integration, deepening school-enterprise cooperation, responding to national policies, and organically combining industry education integration with asset appraisal talent training mechanisms. This is to innovate teaching models, deliver high-quality professional talents to China's asset appraisal industry, help the industry continuously innovate and optimize, solve the problem of integration between the asset appraisal industry and the market, and better serve social and economic development.

## **3. The necessity of integrating middle school and education in the training model of asset appraisal talents**

### **3.1. Deepen the collaborative education between schools and enterprises, and strengthen the construction of industry education integration**

Based on major development strategies such as national innovation-driven development and mass entrepreneurship and innovation, it is necessary to establish a talent training model for university innovation asset evaluation and achieve university transformation and professional group construction <sup>[8]</sup>. To this end, universities should deepen the collaborative education between schools and enterprises, promote the deep integration of industry and education, fully leverage the role of enterprises, and promote the reform and innovation of talent training models in the asset appraisal industry. By matching asset appraisal majors with industry needs, corresponding teaching content with actual enterprise requirements, and connecting teaching and production processes, the connection between universities and enterprises becomes closer. By developing professional practical courses and building training bases, the integration of industry and teaching is deepened <sup>[9]</sup>. Additionally, the innovative talent cultivation model based on the integration of industry and education can

better exercise students' practical skills, enhance their professional technical level, promote the improvement of industry talent quality, enhance the overall quality of the industry, promote further healthy development of the industry, and better serve the needs of social and economic development.

### **3.2. Integrate school-enterprise resources and improve the quality of industry talents**

Traditional teaching focuses mainly on theoretical knowledge learning, leading to problems such as a mismatch between talent cultivation and industry actual needs, and employment difficulties in most universities. This requires universities to actively innovate talent cultivation models. Through school-enterprise cooperation and integration of industry and education, universities can effectively solve the problem of ineffective linkage between majors, markets, and industries. By improving the matching degree of enterprise positions, and exercising the practical and innovative abilities of university students, the employment competitiveness of university students can be enhanced <sup>[10]</sup>. Moreover, the integration of industry and education can enable schools and enterprises to share resources such as teachers, equipment, and information, promoting resource sharing, and achieving complementary advantages. At the same time, the integration of industry and education can guide students to combine theoretical knowledge with practice, so that they can gain rich practical experience, better meet job requirements, and greatly improve talent quality.

## **4. Talent cultivation methods for the integration of industry and education in asset evaluation in universities**

### **4.1. Adjusting course content and optimizing teaching methods**

Firstly, the curriculum training plan for the asset appraisal major should not only showcase the relevant professional foundations but also focus on cultivating students' practical abilities and increasing the content of practical operation courses. Simultaneously, it should also cultivate students' innovation ability and professional ethics. Therefore, when adjusting the content of asset professional courses, it is possible to combine the characteristics of disciplines, social needs, and training objectives in the professional process, and then make comprehensive adjustments based on relevant practical work content.

Secondly, with the continuous development of evaluation businesses, many social industries have involved asset evaluation services. Therefore, in the course design, universities should pay attention to the actual situation of the industry in society as the basis. In addition to traditional courses such as asset evaluation, real estate evaluation, and intangible asset evaluation, they also need to set up increasingly popular courses such as jewelry collection evaluation, mining rights evaluation, and trademark and goodwill rights evaluation to keep up with the times and meet the needs of various industries for relevant talents <sup>[11]</sup>. Once again, in the context of the integration of industry and education, university asset teachers should have a deep understanding of the current situation and development trends of the industry, maintain a forward-looking perspective in course teaching, and use this as a basis to adjust the direction of course content. Concurrently, teachers can communicate and exchange with relevant enterprise managers and experts online to understand the latest industry development policies and help teachers continuously update teaching content, ensure teaching quality, and improve teaching levels <sup>[12]</sup>.

Finally, teachers specializing in asset evaluation in universities can innovate their teaching methods. The traditional teaching mode still involves teachers explaining and students passively receiving knowledge. This mode cannot effectively improve students' learning ability, and for asset appraisal majors, the course content itself is too much theoretical knowledge. If the traditional teaching mode is still used, it will gradually reduce students' learning interest and ultimately cannot guarantee classroom quality. Therefore, in the model

of integrating industry and education, teachers can use relevant real cases to carry out classroom exploration activities, allowing students to learn the relevant theories and skills of asset evaluation through personal practice, restoring their subjectivity, and cultivating their ability to independently solve problems. Furthermore, project-based teaching and multimedia teaching methods can be introduced, and modern information technology can be used to design the classroom into a project-based classroom. With projects as the main driving force and information technology as an auxiliary, the connection between the classroom and enterprises and industries can be enhanced. It can also stimulate students' interest in exploration, which helps to cultivate their practical and teamwork abilities.

#### **4.2. Strengthen industry exchanges and establish internship bases**

To improve the level of talent cultivation under the integration of industry and education, the asset evaluation major in universities should pay attention to strengthening communication between students and the industry, enhancing their practical awareness, and providing practical opportunities for students through the construction of internship bases to ensure the overall quality of teaching. Firstly, universities can increase their contact with asset appraisal enterprises, establish relevant cooperation mechanisms, and continuously increase mutual trust and understanding through signing agreements and organizing activities<sup>[13]</sup>. Concurrently, encouraging students to use their vacation time to intern at asset appraisal companies can not only help students acquire theoretical knowledge but also help companies reduce some employment pressure and promote mutual development. Furthermore, the traditional teaching model places more emphasis on theoretical teaching and has not truly implemented teaching content for cooperation with enterprises, resulting in students and teachers being unable to timely understand industry changes. Therefore, to ensure the closeness of the knowledge learned, universities can hire relevant experts and experienced practitioners to give lectures on industry trends and research hotspots directly to students, to make up for the knowledge that cannot be explained in the classroom.

Secondly, establishing large-scale internship bases is also an important means of cultivating professional talents in asset evaluation under the integration of industry and education. It can ensure that students can improve their practical operational abilities and deeply understand industry needs, laying a foundation for their future development<sup>[14]</sup>. Universities should plan the scale, empowerment functions, and required teaching resources of internship bases based on the characteristics of asset appraisal majors and the actual needs of students, ensuring that internship bases can meet the learning needs of students from multiple aspects. Subsequently, students who have gone to enterprises for internships aid in strengthening industry exchanges. Now that they have arrived at the training base, universities can invite outstanding employees from cooperating enterprises to give lectures at the internship base, including demonstrating specific asset evaluation methods, processes, etc., and integrating their teaching content into teaching resources both on and off campus, promoting the joint construction of the internship base by both parties, achieving resource sharing and win-win cooperation, and completing the education loop of industry education integration.

#### **4.3. Improve the level of the teaching staff and ensure the quality of teaching**

Teachers are the main speakers of teaching activities in students' learning careers. Therefore, from the perspective of industry education integration, professional teachers have high requirements for cultivating students' practical and innovative abilities when teaching asset evaluation, a highly practical applied discipline. Therefore, universities must cultivate a teaching team with a high level of knowledge and skills, strong innovation, and teaching ability. Firstly, universities can invite outstanding teachers from other schools to conduct teacher discussion activities, share their teaching experience, integrate excellent resources, carry out

communication activities among teachers, continuously improve the knowledge, skills, and comprehensive literacy of their own teachers, and lay a foundation for the operation of subsequent teaching activities<sup>[15]</sup>.

Secondly, universities should increase relevant training for teachers majoring in asset appraisal, provide personal development opportunities for teachers, work together with cooperative enterprises, and specifically open up practical teaching channels for asset appraisal teachers. Encourage teachers to participate in enterprise practical work, inspire them to experience the problems that arise from student learning in a real work environment, and help them better adjust teaching content and methods, continuously improve the professional level and teaching skills of teachers.

Finally, universities can establish a dedicated asset evaluation research department, which can gather teachers from professional courses and assign certain research tasks. Teachers can participate in various academic activities to ensure that they are exposed to new teaching ideas, which helps to transform their traditional teaching concepts and provide new teaching knowledge for the asset evaluation profession. Meanwhile, universities should encourage teachers to apply the completed scientific research results in teaching activities as extended knowledge content of the curriculum, and guide students to participate in analysis and discussion together. Through this approach, not only can students increase their understanding of cutting-edge knowledge, but also cultivate their ability to discover and solve problems.

## 5. Conclusion

The talent cultivation model for asset evaluation in university construction should focus on keeping up with the times in teaching methods and content, combined with advanced professional training concepts, with the main goal of improving the teaching level of teachers, optimizing the university teacher team, and helping students improve their professional literacy and increase their competitiveness in employment. Additionally, universities can enhance their connections with enterprises, constantly engage with new ideas and concepts in the industry, understand industry needs through practical activities, and promote continuous innovation in talent cultivation models. Simultaneously, in the process of deepening the integration of industry and education, universities should vigorously promote the innovation of teaching resources and practical teaching content, improve the matching degree between professional knowledge and actual job requirements, cultivate students' innovative thinking and practical ability, meet the needs of social and economic development, and cultivate high-quality industry talents who are compound and application-oriented in the new era.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Chen L, Gan J, 2021, Exploration of Innovative Asset Evaluation Talent Training Model Based on Industry Education Integration. *Science and Technology Economic Market*, 2021(11): 114–116.
- [2] Wang L, 2024, Research on Innovative Talent Training Model Based on the Integration of Industry and Education – Taking Beijing Institute of Automotive Engineers as an Example. *Industrial Innovation Research*, 2024(08): 193–195.
- [3] Kang H, 2023, Exploration and Practice of the Talent Training Model for the Integration of Industry and Education in Asset Appraisal under the CDIO Concept. *Strait Science and Industry*, 36(12): 59–61 + 70.
- [4] Liu C, Li C, Wang X, 2019, Issues and Countermeasures in the Cultivation of Talents in Asset Appraisal in

Universities. *China Asset Appraisal*, 2019(7): 19–23.

- [5] Shi W, Hao T, 2019, Deep Integration of Industry and Education in School Enterprise Dual Education: Interpretation of the National Vocational Education Reform Implementation Plan. *China Vocational and Technical Education*, 2019(7): 93–97.
- [6] Zhao Z, Li Z, Liu X, 2020, Research on Innovative Practical Teaching System for Asset Evaluation. *Industrial Innovation Research*, 2020(23): 135–136.
- [7] Jian Z, 2021, Research on the Training Model of Asset Evaluation Applied Talents from the Perspective of Industry Education Integration. *Economist*, 2021(02): 158–159.
- [8] Zhao G, Liu Y, 2022, Research on the Construction of Asset Appraisal Professional Teacher Team from the Perspective of Industry Education Integration. *Journal of Inner Mongolia University of Finance and Economics*, 20(04): 51–54.
- [9] Chen L, 2020, Research on the Construction of Innovative Asset Appraisal Brand Major Based on the Integration of Industry and Education. *Brand Research*, 2020(02): 108–109.
- [10] Liu Y, 2020, Research on the Construction Plan of Asset Appraisal Discipline under the New Economic Situation. *China Industry and Economics*, 2020(14): 49–50.
- [11] Wu Q, Luo H, 2022, Research on the Training Model of New Business Talents in Higher Vocational Education under the Background of Industry Education Integration. *Research and Practice of Innovation and Entrepreneurship Theory*, 5(11): 119–121.
- [12] Zhao Y, 2024, Issues and Countermeasures in Vocational Education Talent Training from the Perspective of Industry Education Integration. *Journal of Qiqihar University (Philosophy and Social Sciences Edition)*, 2024(05): 156–159.
- [13] Geng P, Bao Y, Tong Y, 2024, Research on Practical Education Strategies for the Integration of Industry and Education in Applied Universities. *China Modern Education Equipment*, 2024(09): 176–179.
- [14] Li C, Niu Y, 2024, Research on the Dilemma and Countermeasures of Deepening the Integration of Industry and Education in Vocational Colleges. *Journal of Changshu Institute of Technology*, 38(03): 107–111.
- [15] Yin A, He L, Wu B, et al., 2024, Research and Practice on School Enterprise Cooperation in the Context of Industry Education Integration. *Agricultural Machinery Use and Maintenance*, 2024(05): 136–139.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.