

# Research on Talent Training Model from the Perspective of Post-Course Competition and Certificate: Taking Finance and Trade Majors as an Example

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**Abstract:** The country is presently in a period of rapid social and economic transformation, and the demand for talent in various sectors of society continues to rise. In the process of the construction and optimization of the personnel training model, higher vocational colleges should adapt to the trend of time and reform educational ideas according to students' needs and employment orientation. In the process of the comprehensive promotion of the integration of production and education, higher vocational colleges should adhere to the integrated development mode of post-course competition certificates to improve the quality of talent training and promote the deepening integration and scientific application of educational resources and enterprise resources. In this context, this paper carries out research and proposes the reform strategy and practice path of talent training mode by analyzing the current situation of financial and commercial professional talent training under the integrated vision of post-course competition and certificate.

**Keywords:** Higher vocational colleges; Post-course competition and certificate; Finance and commerce major; Personnel training

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## 1. Overview of post-course competition certificate

Post-course competition certificate refers to the four contents of a job post, professional course, skill competition, and vocational skill certificate<sup>[1]</sup>. The integration concept of a post-course competition certificate is to deeply integrate the above four elements of talent training, to establish a highly collaborative and comprehensive talent training model. To be specific, higher vocational colleges should be based on the professional direction to determine the vocational ability requirements and professional skill needs of different positions through enterprise job surveys and social research, thus adjusting the curriculum system and education ideas for students' employment positions, and giving full play to the guiding role of vocational qualification certificate examination and skills competition. This can promote the effective connection between course

content and job skills, professional certificates and job standards, skills competitions and students' abilities, and comprehensively cultivate students' comprehensive literacy and vocational skills.

The integration of post-course competition and certificate is a talent training system under the background of the integration of industry and education, which pays high attention to the cooperation between schools and enterprises <sup>[2]</sup>. The school should establish a leading idea based on the enterprise position, and do a good job in guiding the course content, teaching methods, practical training, and other aspects <sup>[3]</sup>. The enterprise should actively participate in all aspects of talent training, and then create a school-enterprise body talent training program, which not only highlights the integration between the position and the course but also highlights the development characteristics of the major and the school to achieve a high degree of match between course content, students' ability and post requirements <sup>[4]</sup>.

## **2. The current situation of financial and trade professional talent training under the perspective of post-course competition and certificate**

In the training of financial and business professionals in higher vocational colleges, the integration mode of post-course competition and the certificate has become an important education system in higher vocational colleges, which can not only improve the quality and efficiency of talent cultivation as a whole but also solve various problems faced in the current talent training <sup>[5]</sup>. At the present stage, the quality of talent training in higher vocational colleges is mainly affected and limited by educational concepts, practical training sites, teachers, and other aspects. The management's understanding and cognition of the integration construction of post-course competition and certificate are also biased, resulting in poor training results for financial and business professionals and even a waste of educational resources <sup>[6]</sup>. To be specific, the current situation problems are mainly manifested in the following aspects.

### **2.1. Students' actual ability does not match the certificate qualification**

Take financial accounting as an example, some students have obtained professional qualification certificates such as tax agents, economists, accountants, and so on, but their professional quality still has defects, and they are not qualified for the positions corresponding to professional qualification certificates. The main reason is that when students obtain certificates, they usually master the corresponding professional theoretical knowledge through a short period of last-minute study, to complete the certificate acquisition process shortly and quickly. But in fact, students cannot fully understand and transfer the knowledge mastered, resulting in the actual ability of students and certificate qualification not matching <sup>[7]</sup>.

### **2.2. The course content and training methods are relatively backward**

In the development of the modern economy and society, the demand of enterprises for high-quality technical and skilled personnel is increasing rapidly. Only by closely following the development of time and the frontier of technology, can higher vocational colleges ensure the coordinated development of personnel training systems and social needs and avoid the problem of derailment of personnel training. However, at present, some financial and trade majors in higher vocational colleges are still facing the problem of disconnection between professional setup and social and economic development situations. For example, in the marketing major, its theoretical basis and practical content have undergone important changes, especially in new media marketing, digital marketing, integrated marketing, community marketing, viral marketing, hunger marketing, event marketing, membership marketing, and other strategies are constantly updated, and online traffic has become a key factor in the field of marketing to improve profit growth. However, the content setting of its professional

courses has not been updated and optimized promptly according to the development of the industry, resulting in the way of talent training lagging behind the progress of the industry, which has also become a key factor directly affecting students' ability literacy and employment development <sup>[8]</sup>.

### **2.3. The training specifications do not conform to the requirements of vocational positions**

For higher vocational colleges, the formulation process of their talent training programs should not only be based on the job requirements and work processes of enterprises but also on the theoretical basis and development direction of modern vocational education to establish a cognitive premise, to ensure that their talent training programs have advanced nature and modern characteristics. However, at present, the talent training program planners of finance and trade majors in higher vocational colleges do little research on the talent market, industry development, cooperative enterprises, and employers, and neither adjust the content of the talent training program according to the actual talent needs nor establish dynamic optimization and adjustment plans, which makes their talent training plans gradually out of line with the actual job needs. The ability mastered by students cannot be directly applied to the production and operation activities of enterprises, which affects the development of students, resulting in the phenomenon of pointless learning <sup>[9]</sup>.

### **2.4. Training goals are not in line with industrial development**

In the teaching process of finance and trade majors, most courses still take theory teaching as the main content and form, and even some teachers have a wrong understanding of the post-course competition certificate, which leads to the unclear setting of their talent training objectives. At the same time, students of finance and trade majors have fewer opportunities to participate in practical training, and their choice of on-the-job training activities is relatively limited. As a result, the current professional education and training goals are gradually disconnected from the market demand, especially in the cultivation of talents with fine operation, management, and business understanding, they are lagging. The course fails to put forward perfect requirements for students' practical ability, professional quality, and knowledge structure, and cannot ensure that talent cultivation goals and industrial development goals are consistent with the industrial standard <sup>[10]</sup>.

## **3. Financial and trade professional talent training mode construction strategy from the perspective of post-course competition certificate integration**

### **3.1. Strengthen the cooperation between enterprises and industries**

At present, the integration of post-courses and certificates is an important way to cultivate and develop financial and business professionals, while the industry, enterprises, vocational colleges, and industry experts are the backbone and key subjects to promote the innovation and optimization of talent training model. Only by comprehensively understanding and discussing the specific goals and requirements of professional talent training can they guide vocational colleges to establish a scientific and perfect talent training system.

In the construction of integrating post-courses and certificates, higher vocational colleges must give full play to the resource advantages of industries and enterprises, and establish a mature and perfect collaborative education system according to the guidance information provided by industries and enterprises, to form a collaborative development system between higher vocational colleges and regional economic development <sup>[11]</sup>. Higher vocational colleges should not only take the initiative to seek diversified cooperation and establish long-term cooperative relations with industry associations and enterprises but also readjust personnel training programs to achieve the innovation goal of keeping pace with time. First of all, higher vocational colleges should establish in-depth cooperation and interaction with enterprises, and scientifically plan the personnel

training system of integrating post-course competition and certificate, to promote the comprehensive reform of the education model, integrate the real production and operation projects of enterprises and on-site operations into the teaching activities, so that students can understand the development situation of the industry and the operating rules of enterprises, and provide an important basis for the implementation of post-course competition and certificate mode. Secondly, vocational colleges should take the integrated development of production and education as the starting point of the reform of talent training mode. They should adhere to the coordinated development of production, learning, and research and promote the construction of school-enterprise cooperation to promote the integration progress of post-course competition certificates and show the application value of job posts, professional courses, skill competitions, vocational skill certificates, and other contents in the current education system. Thus, this can realize the coordinated growth of vocational education and regional industrial development<sup>[12]</sup>.

### **3.2. Establish a local professional personnel training overseeing committee**

In the process of mutual benefit and win-win cooperation between universities and enterprises, to guarantee the quality of talent training and promote the realization of the goal of financial and commercial professional talent training, colleges and universities need to adhere to the guidance of the government and establish the overseeing committee of talent training for financial and commercial majors under the leadership of the government. Higher vocational colleges should take the lead in carrying out and implementing the work of the committee, and at the same time take industry associations and enterprises as auxiliary forces to explore a coordinated development of personnel training processes.

First of all, schools, industries, and enterprises should participate with local governments and professional qualification departments to clarify the development direction of the major in the current era. On the one hand, they should take the initiative to integrate industry experts, and analyze the current job groups facing the major from a macro perspective through expert meetings, specifically the work tasks of different positions. In combination with the production process and operation process of the enterprise, they should clarify the vocational abilities and professional standards that students need to have. Through repeated arguments, it is possible to establish a school-based integrated engineering curriculum, to ensure that the course system of finance and trade majors forms a synergistic relationship with the development needs of the industry and design training activities for students' employment goals. Secondly, higher vocational colleges should also take the current educational environment, teaching sites, and basic learning conditions as the center, establish an empirical research topic based on regional economic services, and give full play to the role of financial and trade majors in talent training<sup>[13]</sup>. Based on the demand for talent in the finance and commerce industry, the post-setting and work content of enterprises are analyzed simply, to create conditions for the integration of post-course competition certificate construction, promote the deep cooperation between local governments, higher vocational colleges, and vocational skill appraisal centers, and compile suitable reference books, data compilations, and mock real questions for obtaining students' skill certificates.

### **3.3. Deepening the reform of the professional curriculum system**

Higher vocational colleges must take themselves as the main body and promote the construction and development of the course system integrating post-courses and certificates. First of all, the course should be based on the market orientation, that is, by understanding the talent demand standards of the corresponding job groups of the major and the development situation of the regional talent market and then determining the implementation route of the professional course system. It should not only highlight the practical and vocational

characteristics of vocational education but also rely on the requirements of the vocational qualification certificate corresponding to finance and trade majors to establish a curriculum system in line with the diversified development of students <sup>[14]</sup>. Specifically, higher vocational colleges should form a resource-sharing relationship with cooperative enterprises. In the course construction and compilation of school-based textbooks, enterprises should provide necessary real-work project resources, and integrate them into theoretical courses and practical training courses according to teaching needs. At the same time, higher vocational colleges should also integrate the results of students' skills competition projects, assessment methods, and vocational skills qualification certificate examination content into the existing curriculum system, to help students have the ability and quality to participate in skills competitions and pass the vocational certificate examination in their daily learning. Secondly, higher vocational colleges should also promote the reform of information-based teaching and build a mixed teaching system. On the one hand, they should adhere to the "Internet + education" model, create online learning spaces for students, and provide rich course resources, micro-lesson videos, teaching cases, practice cases, and production projects. On the other hand, they can also establish a network multiple evaluation system to incorporate students' online learning performance and results into the final assessment.

### **3.4. Integrate and optimize the practical teaching system**

The comprehensive integration of post-class competition certificates needs to be implemented in the practical teaching system, which not only needs to scientifically and effectively cultivate students' practical literacy and professional skills but also needs to improve the practical teaching level and ability of the school as a whole. First of all, higher vocational colleges should analyze the connotation of vocational skill qualification certificate according to the post ability index corresponding to finance and trade majors, carry out practical training courses and special training activities based on real situations, and encourage students to actively participate in skills competitions at different levels, innovation and entrepreneurship competitions, and other activities. Secondly, higher vocational colleges should further refine the requirements for talents in different jobs and integrate them into different categories <sup>[15]</sup>. At the same time, they should also take the initiative to understand the students' character characteristics and ability basis, and then establish a contrasting relationship between the two, and encourage students to scientifically plan the path and direction of career development according to their actual situation, to help students sort out their life ideals, and clarify the goal of knowledge acquisition, and then lay the foundation for students' sustainable development. In addition, higher vocational colleges should also promote the reform and upgrading of practical teaching methods. They should rely on cooperative enterprises to build high-quality practical training bases and provide students with a learning environment that simulates the real work of enterprises in an all-around way. On the other hand, they should promote the implementation of practical teaching methods such as role-playing and situational experience, and even enrich the ways and contents of students' practical training learning with the help of multiple means such as electronic machines and equipment, simulations, and training software.

## **4. Conclusion**

To sum up, under the background of the integrated development of industry and education, finance and trade majors in higher vocational colleges should adhere to the integrated development of post-course competitions and certification, and create high-quality and efficient personnel training methods for students by strengthening the cooperation between enterprises and industries, establishing local professional personnel training overseeing committee, deepening the reform of professional curriculum system, integrating and optimizing practical

teaching system and other strategies so that students have a broader space for development.

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