

Exploration and Research on Cultivating Social Work Talents in Universities under the Background of Big Data

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Abstract: The social work major adheres to a practical and competency-oriented approach, adjusting the training objectives and curriculum system through the social work professional competency system to achieve the goal of cultivating applied talents. Build two service platforms on campus and off campus, gather high-quality teaching resources, expand professional development space, and achieve three synergies: "school society" collaboration, "school government" collaboration, and "school society government" collaboration. Through a three-stage practical training path Explore a vocational talent training model that not only conforms to the development laws of vocational education, but also reflects the characteristics of social work profession in terms of training objectives, teaching staff, curriculum system, and practical training bases.

Keywords: Social Work, Talents, Big Data

1. INTRODUCTION

Western social work has gradually developed through the path of "professional practice professional education vocational service", while in China, the social work profession belongs to "education first", and the professionalization of social work lags the development of education. The main manifestations are firstly, a lack of corresponding social work positions. Due to the prioritization of education and the low level of professionalization, the public's understanding of social work profession is insufficient.

Secondly, there is a lack of teachers with practical experience. Based on the basic requirements of the China Social Work Education Association for undergraduate talent cultivation, adhering to the concept of social work profession, adhering to the core of improving the quality of talent cultivation, continuously deepening professional construction, and determining the applied talent cultivation model of social work profession. The training objectives for applied talents in the field of social work are as follows: to cultivate applied professionals who possess the professional value concept of helping others and self-help, have a solid professional theoretical foundation, proficiently master social work professional methods, possess practical operational skills in social work, and can engage in social work services and management in the field of professional services.

At present, the overall education level of social work practitioners in China is relatively low, with poor practical skills. Most of them have not received systematic social work professional education, and their work methods and means are relatively backward, making it difficult to provide systematic, personalized, and differentiated services. They cannot meet the diverse social needs, and there is an extreme shortage of specialized talents who master social work professional skills. This fully demonstrates that our vocational and technical education and training cannot meet the needs of the development of social work, and we must increase the training of social work talents to meet social needs.

As an important base for cultivating social work professionals, vocational education must constantly transform its educational concepts, guided by the scientific outlook on development, guided by employment, based on practical abilities, and based on job (group) needs, with the goal of promoting the comprehensive quality improvement and career development of students, relying on the industry, gradually promoting the integration of engineering and learning, and providing high-quality skilled social work professionals with frontline services to society. The development of social work major was relatively late, with insufficient attention and support from universities, as well as a lack of access to internal resources, resulting in limited space for professional development and a clear mechanism of internal competition.

The development of social work profession must break away from the old path of professional development and seek space and resources for professional development from the social environment. The Social Work major of Huaiyin Normal University actively explores the construction of a "school society government" cooperation model for practical teaching of social work, integrates various advantageous resources, carries out collaborative innovation, and seeks external resources and growth mechanisms for professional development, becoming an important path for the development of the social work profession. The third is the professional expansion course group, mainly a series of professional expansion courses starting from cultural anthropology courses, including social psychology, psychological counseling, non-profit organization management, women, and children's rights protection law, applied writing, professional foreign languages, etc. The course group focuses on expanding students' professional knowledge and cultivating their comprehensive abilities.

2. THE PROPOSED METHODOLOGY

2.1 Building a core module curriculum system with social work values and ethics as the core

Based on the currently determined professional direction of community management and services, we have established a series of courses related to the professional direction, such as community management, community correction, community organization and education, as well as a series of elective courses related to women's studies, elderly social work, adolescent behavior therapy, and family social work. The current phenomenon of social work education in vocational colleges imitating ordinary higher education is serious. It adopts a subject centered teaching model in ordinary higher education, mainly focusing on knowledge teaching, without developing courses and teaching according to the analysis of social work job positions. In the situation of expanding enrollment in universities, they are still satisfied with traditional talent cultivation standards, without deep thinking about the employment and entrepreneurship situation of vocational level social work talents in the future society. The social work graduates trained are often "unable to achieve high or low" and cannot meet the requirements of serving the front line for high-quality skilled social work professionals. Through cooperation between universities and social organizations, we aim to achieve dual improvements in social services and teaching. Relying on teachers to establish social work institutions and build a platform for "school community collaboration".

4 social organizations operated by teachers and students, with teachers participating in social organization management or serving as supervisors, guiding or participating in project implementation. Students rely on social organizations to participate in or lead social service projects. Hired 5 backbone social organizations as part-time teachers in the field of social work to carry out practical teaching. Social organizations entrust professional course teachers to conduct research projects, which has developed from simple teaching in the past to a good situation of joint development of teaching, service, and research. Since 2012, social organizations founded by teachers and students of Huaiyin Normal University have undertaken more than 70 projects funded by departments such as the Ministry of Civil Affairs, Jiangsu Provincial Department of Civil Affairs, and Women's Federation. The implementation of these projects has provided broad space for "school society" cooperation.

After the internship, hold a student internship sharing meeting to carefully summarize, evaluate, and provide feedback on the internship. Guide teachers to conduct discussions on this teaching process, summarize experiences and lessons learned, and analyze the satisfaction of the internship institution with students and their satisfaction with the internship. At the same time, in the graduation thesis stage, students are required to rely on comprehensive practical positions, intern with professional thinking, discover and solve problems during the internship, and ultimately form their own graduation thesis. In other words, students are required to choose their graduation thesis topics based on their specific work in comprehensive practical positions, and then carry out corresponding case projects, group activities, social work projects, and other social work practices during the internship to write their graduation thesis. Thus, the graduation thesis highlights the practical characteristics of social work, integrating internship, employment, and graduation thesis, integrating teaching

resources both inside and outside the school, and forming a model of joint training of applied talents between the school and society.

The talent cultivation model of combining engineering and academia is guided by social and market demands, with the aim of cultivating students' comprehensive qualities, comprehensive professional abilities, and employment competitiveness. On the premise of mutual benefit and win-win, it utilizes two different educational environments and resources of schools and enterprises (institutions), adopts a combination of classroom teaching and practical work, and cultivates high-quality applied talents suitable for social needs. In the process of talent cultivation, our social work major has always adhered to the professional philosophy of "justice, pragmatism, and love for others", always adhering to the service orientation, practice as the foundation, and value education as the core. We have explored and practiced the talent cultivation model of school enterprise cooperation and the combination of engineering and learning and have achieved some results and experience.

2.2 Practice of the talent cultivation model combining engineering and learning in social work majors of colleges and universities

The student's practical experience has gone through three stages: simulation training, participatory practice, and then leading practice. Simulation training in the social work laboratory, where students learn about the process and methods of social work services under the guidance of teachers. This process is led by teachers, and student practice mainly uses role-playing and project simulation, with more emphasis on "paper talk". Enter social work institutions, communities, and welfare institutions for practice and internship. This process is led by social organizations, and students are arranged by social organizations to participate in project implementation. Students begin to be exposed to projects and service activities, but they mostly undertake auxiliary and supportive work, making it difficult for them to independently complete projects.

In order to ensure the scientific and rationality of the thesis topic, social work professional guidance teachers, professional leaders, and relevant leaders conduct layer by layer screening and screening of the thesis topic and send the thesis topic to the college group for sharing, in order to seek the opinions and suggestions of other professional teachers. Through the argumentation of the opening defense group, the supervision of the leadership, and the strong support of colleagues, we pay attention to the topic selection of the graduation thesis, closely integrate it with the social work project carried out during the internship, find the entry point of the thesis, do the real problem, pay attention to social reality problems, highlight the practical characteristics of the social work graduation thesis, and regard the teaching process of the graduation thesis as a summary and review of the internship work and the process of theoretical application. It is not only a process of integrating and improving the four-year study of social work, but also a professional reflection on the future career path of engaging in social work.

Social work education is not only a process of transmitting professional knowledge and skills, but also a process of cultivating and shaping professional values. Wang Sibin emphasized that the most profound essential feature of social work is the altruistic social interaction. In the practice of

social work, compared to other professions, the attitude of workers towards service recipients is more prominent, and this attitude is a unique value concept in the professional activities of professionals. Although the goal of cultivating social work professionals at the higher vocational level is to cultivate frontline practical workers for grassroots social welfare departments, in the current situation where the professionalization and specialization of social work are still in the early stages, it is difficult for a social worker without dedication, sense of mission, and correct values to work for a long time.

3. CONCLUSION

Adhering to the professional philosophy of "justice and pragmatism, caring for others", we have gradually formed a talent cultivation model that is "service-oriented, practical as the foundation, value education as the core, rural, youth, disabled, and women's social work as characteristics, integrating various forms of engineering and learning such as school enterprise cooperation, on-the-job internships, and social services". In curriculum reform, teacher team construction, and practical training base construction We have actively explored value education and achieved significant results, significantly improving the quality of talent cultivation, and gradually deepening our service and radiation capabilities.

4. REFERENCES

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