Discussion on the Reform Path of Credit System in Applied Private Colleges and Universities

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Keywords: Private colleges and universities, Credit system, reform

Abstract: The credit system is an important choice for the development and reform of higher education. The paper analyzes the difficulties faced by private colleges and universities in implementing the credit system, and expounds the path of implementing the credit system reform in private colleges and universities from the aspects of changing concepts, goal orientation, curriculum structure system and teaching operation mechanism.

1. Introduction

At present, although the scale of development of private higher education has been greatly expanded, in the competition with public higher education, private higher education is still in a weak position, and it is still at the bottom of the pyramid system of higher education in China. The class structure is not reasonable, many hardware constructions are still relatively backward, and the teaching staff is not strong enough. In a certain sense, the disadvantage of competition is more sensitive to the reform of private higher education. Private universities must accurately position themselves according to their market-oriented characteristics and mechanisms, under the guidance of quality education concepts, and use the advantages of private institutions to reform existing teaching management. The system will realize the transformation of the management mode of private colleges and universities and cultivate high-quality talents.

2. Difficulties in implementing credit system in applied-oriented private colleges and universities

Lack of modern education concept to meet the needs of the development of the new situation

With the reform of China's economic system and scientific and technological progress, the traditional concept of education can no longer meet the needs of new forms of development. The credit system is the only way to deepen the development and reform of higher education. The implementation of the credit system is a systematic and complex project with its own Development Law. Therefore, on the basis of rational and objective analysis and research on its own laws, we must completely abandon the old concepts that are inconsistent with the management of the credit system, and boldly innovate in order to explore and construct the most suitable merits of the credit system. Teaching management system. However, the current traditional educational concept has become a bottleneck that affects and restricts the reform of the credit system. Traditional educational concepts emphasize knowledge and light ability, emphasize theory and practice, and emphasize memory. In the classroom, teachers are the main body, and students only passively accept knowledge. This kind of "filling duck" style of teaching makes it impossible for students to make independent choices about the content of learning. It is impossible to achieve independent learning and innovative learning. The personality of students is not fully developed, and teachers lose knowledge for the development of students' personality. The power of renewal.

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3. Inaccurate positioning of talent training objectives

Along with China's economic system reform and social progress, the demand for talents in all walks of life has also undergone a fundamental change, requiring more emphasis on the cultivation of students' humanistic qualities, solidarity and cooperation, practical skills, and innovative abilities. In the application-oriented private undergraduate colleges, there are deviations in the target orientation, blindly emulating the orientation of academic research talents in public research universities, not paying attention to students' practical skills, innovation and entrepreneurship, exploring creation and craftsmanship, and the cultivation of applied talents. The guidance of students' long-term life planning and lifelong learning leads to insufficient competitiveness and development.

4. The course structure is irrational, and the quality of elective courses is not high.

The talent-cultivation program of the application-oriented private undergraduate colleges is not flexible. According to the author's research, some private undergraduate college credits account for about 80% of the total credits, and the elective courses are less than 20%. This kind of course structure obviously cannot satisfy the market. The needs of compound talents. Due to the influence of the nature of the course, teaching evaluation, professional title evaluation, etc., the teacher does not pay attention to the elective course, and the preparation of the lesson is not sufficient. The attitude of the teacher also determines the attitude of the students to the elective course. It is considered that the elective course is a compulsory course. In addition, many students choose to take courses for career planning, market demand, personal hobbies, but to achieve graduation credits, leading some students to take leave every time they take an elective course, and even some students skip classes directly, even if they come to class It is also in the state of “hidden escape class”, reading novels, playing mobile phones, sleeping or writing homework that is not related to the content of this class. The assessment methods of elective courses are basically examinations. Many teachers use papers as final results. Many students do not think about it and download prints directly from the Internet. For these students, the elective courses are ineffective, making the elective courses completely lost. There is a meaning.

5. The lack of rationality and scientificity in student selection

Under the background of the complete credit system, students have the autonomy to choose courses, but the lack of accurate goals in class selection is more sloppy and blind, and the follow-up phenomenon is serious. Many students learn from their parents and class teachers, lacking the ability to self-educate and self-manage. When faced with relatively loose university life, they often seem overwhelmed. According to the survey, most students are very superficial about the majors they want to learn. The problems in the course selection cannot be solved in time, resulting in lack of rationality and scientificity in the course selection. The original intention of the elective course setting is to expect students to master certain knowledge and broaden their knowledge in different fields through the intersection and penetration of the courses, thereby enhancing their competitiveness. However, in practice, students are not based on their own hobbies and future career plans, but they are easy to evacuate. They choose courses with easy teacher management and easy access to credits. Other students do not make reasonable sense of their own abilities. The evaluation of a course of more than 30 credits in one semester far exceeds the credits selected by the general ability students, resulting in unqualified assessment of multiple courses, the enthusiasm for learning is severely hit, and the interest in learning is declining.

6. The basic path of the credit system reform in private colleges and universities

6.1 Transforming educational thoughts and concepts is the forerunner of the implementation of the credit system in private colleges and universities.

Concept renewal is the forerunner of educational innovation. Fundamentally speaking, the credit system reform seeks to break the traditional rigid teaching plan and unified the training of the academic year as the basic characteristics of the school year, and shift to the implementation of the elective system and the flexible academic system as the core of the credit system, which is not only a teaching organization and management system The change is also a profound change in educational ideas.

The implementation of the credit system requires an open educational concept and requires a free space for students to learn. However, due to institutional arrangements, competition in student market and the pursuit of social reputation in private universities, private colleges require students to take time to study and even force students to study. Some private schools in China also have closed and militarized management. . This management philosophy has the concept of open education and the core concept of the credit system. Therefore, the first is to change the idea of running a school, determine the concept of cultivating the quality of students, establish the main position of students, and adhere to the coordinated development of knowledge, ability and quality to cultivate talents; second, we must keep pace with the times, innovate, and transform services. Consciousness, guarantee students' free choice; third, to achieve management innovation, strengthen teaching management and research, establish a "mentor system", be a good staff for students, guide students to elect courses, care for students' growth, and promote students' personality development.

6.2 Accurately positioning talent training objectives is the basic premise for implementing the credit system reform.

The positioning of the training objectives is a core issue and is a basic premise for the implementation of the credit system. The goal choice under the concept of modern talent training requires a clear answer that private colleges and universities must face in the face of the market. Private colleges and universities are gradually developing under the conditions of China's socialist market economy. The market economy provides a broad space for the development of private colleges and universities. Training talents for the market has become a prominent advantage in the early stage of development, even today's higher education market is relatively mature. Under the circumstances, this is still a major advantage of the development of private colleges and universities. Private colleges and universities must adapt to the needs of modern education and social and political economy, and be close to the market and face the market to train talents.

7. Adapt to the reform of the credit system and formulate a scientific and rational curriculum structure system.

In the process of building the credit system, the construction of the curriculum system is very important. Private colleges and universities must construct a curriculum system that is appropriate to the orientation of personnel training, and adjust and optimize the personnel training plan. At the same time, according to the internal professional positioning, we make choices in general education, specialization, professionalization, etc., and build a talent training medium that coordinates the development of knowledge, ability and quality. The “composite type” is reflected in the knowledge structure, so that students have more Broad scientific and cultural knowledge and solid basic knowledge of disciplines; embodying “applicability” in the structure of competence, emphasizing students' practical ability and innovative ability; embodying “comprehensiveness” in quality, enabling students to have good ideological and moral qualities and culture Quality and physical and mental quality. The core of the credit system is the implementation of the elective system. Opening as many elective courses as possible is a powerful guarantee for the implementation of the credit

system. Private colleges and universities can build a wide-ranging knowledge platform through “university public compulsory courses”, “school-level public elective courses”, “disciplinary basic platform” and “professional basic platform” to enhance the adaptability of college students.

8. Establish and improve the teaching management operation mechanism suitable for the credit system requirements.

First, open a sufficient number of high-quality electives for students to take. The advantages and characteristics of the credit system are mainly reflected in the important position and role of the elective course. Therefore, only by providing sufficient choice space can the efficiency of the selection be improved.

Second, gradually improve the dynamic management mechanism and increase the selectivity of students' learning. Credit System management is the core and starting point of the Credit System, to private universities in a "pipe and die, live without chaos" principle, students play the personal skills, encourage and beyond, to encourage outstanding students to come to the fore, better, and more Quickly become a talent, reorganize and revise the regulations on student status for creative features.

Third, strive to create a high-quality faculty. Teachers are the main body of school teaching activities. The status of teachers determines the success or failure of education, and it is also one of the most basic factors supporting education reform and development. The credit system puts higher demands on teachers: First, teachers must have high professional quality, not only should have strong professional knowledge, extensive cultural literacy and high academic level, but also cross, marginal, emerging disciplines. Some achievements in scientific research can provide a high level of elective courses; secondly, teachers must have a high level of professional ethics, teachers' professional ethics is directly related to the quality of educating, must be responsible for the students, responsible for the school Responsible for the society, objectively evaluate each student's learning.

In short, the reform of the credit system is a systematic project. Private colleges and universities must make adjustments according to their existing management models, taking the teaching management system as the core, and giving full play to the effective role of private universities in the market regulation and competition mechanism in various management processes. Adapt to the needs of the credit system reform, establish a diversified institutional guarantee, and form an operational mechanism to ensure the effective operation of the credit system model.

Acknowledgments

This research was Shandong Province Undergraduate University Teaching Reform Project (C2016M067)

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