Reform of Practical Courses in Applied Universities in the Background of Big Data Era-Taking Business Administration as a Pilot

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Abstract: The rapid development of artificial intelligence, big data, block chain and other technologies will profoundly change the demand for talents and the form of education. Intelligent environment has not only changed the way of teaching and learning, but also begun to deeply affect the concept, culture and ecology of education. For private colleges and universities that train applied and innovative talents, how to integrate information technology into practical teaching environment through big data collection and analysis, and how to realize individualized teaching according to aptitude is an urgent problem to be solved. Therefore, starting from the connotation of "Internet+", based on the result-oriented teaching mode, taking the major of business administration as a pilot, this study focuses on the practical curriculum reform of undergraduates in applied universities, has explored the training mode of talents, and further improved the construction of teaching quality assurance system in order to improve the learning validity of students in applied universities.

1. Introduction

In 2016, the National Development and Reform Commission, the Ministry of Education, and the Ministry of Human Resources and Social Security jointly issued the notice on the preparation of the project construction plan for the integrated development of industry and education in the 13th five-year plan and launched the project of integration of industry and education in Vocational education [1]. During the 13th Five-Year Plan period, it is proposed to invest 5 billion yuan to support about 100 higher vocational colleges to deepen the integration of industry and education, school-enterprise cooperation, speeded up the construction of modern vocational education system, and comprehensively enhanced vocational education's ability to serve economic and social development [2].

2. The Current Situation of Course Cluster Development in Applied Universities Under the Background of Big Data

As a national strategy, education has always been a priority industry in China. At present, there are 1236 undergraduate colleges and universities in China, of which 417 private undergraduate colleges and universities account for more than 30%. Private undergraduate education, originally only as a beneficial supplement to public higher education, has now become an important part of higher education in China, greatly promoting the people's desire to go to university. In 2016, the National Development and Reform Commission, the Ministry of Education, and the Ministry of Human Resources and Social Security jointly issued the notice on the preparation of the project construction plan for the integrated development of industry and education in the 13th five-year plan [3], and launched the project of integration of industry and education in Vocational education. During the 13th Five-Year Plan period, it is proposed to invest 5 billion yuan to support about 100 higher vocational colleges to deepen the integration of industry and education, school-enterprise cooperation, speeded up the construction of modern vocational education system, and comprehensively enhanced vocational education's ability to serve economic and social development. In April 2018, the newly launched "Educational Informatization 2.0 Action Plan" emphasizes that AI can be effectively integrated into the actual teaching environment through big data acquisition

and analysis to achieve individualized teaching according to aptitude. Under the current development trend, the traditional specialty cannot be integrated with the new environmental policy. Private colleges and universities do not have their own school-running characteristics, and will inevitably be eliminated by the society. The effectiveness of talent training system, curriculum reform and construction is directly related to the quality of professional training. Business Administration, as an old multi-disciplinary specialty, involves management, statistics, economics, financial management, marketing and so on. Students learn a wide range of knowledge but are not proficient in it. The curriculum system is generally complex and empty. Many practical courses are basically for teaching and learning. Students passively absorb knowledge and do not know how to use it after class. This leads to a serious disconnection between students and enterprises in employment. Therefore, in the context of the "Internet +" environment, it is very important for most applied universities to carry out talent education innovation in terms of talent cultivation system, school enterprise cooperation, integration of production, teaching and research, and curriculum reform [4].

3. Problems in the Reform of Practical Courses in Applied Universities in the Big Data Era

3.1. Students' learning consciousness is not strong and their learning orientation is not prominent.

Business Administration is a highly practical subject. Many knowledge and skills can only be mastered in practical training. At present, although the practical courses have corresponding practice and experiment links, the practice links of most colleges and universities are mostly arranged in the training classroom or through the laboratory, such as simulation teaching software. Therefore, in teaching, teachers are still the dominant, and students passively absorb knowledge and skills. Some practice links are even practiced in order to achieve the established teaching objectives, and students' subjectivity is limited. In the process of learning, students pay too much attention to the final exam results, rather than self-learning for self-improvement or learning skills. At present, the emergence of various teaching concepts and methods in the era of big data is conducive to highlighting students as the main body, which is of great significance to the reform of practical courses.

3.2. The training mode is single and the knowledge orientation is overemphasized.

Under the background of big data, people have more convenient access to knowledge. The new concepts of "MOOCs", "Micro Class" and "Mobile Learning" have enriched the educational resources on the Internet, and provided an opportunity to improve the teaching of traditional practical courses. If classroom teaching is simply knowledge inculcation, students are less likely to accept knowledge voluntarily. The arrival of information age 2.0 has also brought tremendous adjustment to the traditional classroom teaching. More and more network education resources have emerged to provide students with more choices. Therefore, more universities, especially applied undergraduate colleges, have gradually realized the importance of practical teaching and how to improve students' comprehensive application ability through practical teaching. This requires that the professional training model must be classified and refined, and how to make the specific application and implementation of practical courses come true, rather than relying solely on the practical teaching of theoretical courses.

3.3. The objectives of the training program are vague and the input orientation is obvious

In the early stage of the development of private undergraduate education, the personnel training program of private undergraduate colleges and universities basically imitates that of academic colleges and universities, overemphasizes theoretical teaching, emphasizes knowledge transfer and neglects ability training, and neglects the basis of learning and social needs. Business management majors in many colleges and universities do not have top-level design for professional post competence. The design of the curriculum system is vague, the examination mode is basically the

same, the theoretical courses, the practical courses and the experimental courses have no boundaries, the practical courses are few and mere in form, the characteristics are not distinct, the teaching objectives are relatively vague, and the situation of input-oriented is still present. Although, according to the data of "China's Private Undergraduate Education Quality Report (2016)", 80% of the private undergraduate colleges and universities integrate the acquisition of vocational qualifications into the graduate requirements of the talent training program and graduates can achieve the job immediately after graduation. However, it is still necessary for colleges and universities to strictly control personnel training programs and define the internal links and differences between curriculum groups.

3.4. Some teachers have strong practical teaching consciousness but weak ability

Most of the applied universities have been established relatively late and have only developed for about 10 years. Therefore, the teachers of the universities are showing signs of younger. These young teachers generally have strong practical teaching consciousness but weak ability, mainly due to the mismatch of teaching staff construction. There are fewer full-time teachers, especially those with higher academic degrees, higher professional titles and middle-aged backbone. On the other hand, there are more young and middle-aged teachers, low-degree teachers and non-degree teachers in professional committees. Some young teachers want to carry out practical teaching, but the available resources are scarce, and social practice experience is insufficient. In fact, the arrival of the era of big data has provided these young teachers with more available resources. However, how to start innovative teaching still needs the guidance and leadership of their predecessors.

4. Construction Measures of Practical Courses Group of Business Administration Major Based on Big Data

4.1. Constructing a practical teaching model oriented by learning needs

"Education Informatization 2.0 Action Plan" emphasizes that through large data collection and analysis, AI can be effectively integrated into the actual teaching environment to achieve individualized teaching according to aptitude. Universities must manage to implement the reform of AI + teaching. In terms of teaching methods and means, constantly innovate and promote the reform of experimental and practical courses through the innovation of teaching methods of theoretical courses. Fully implementing the concept of "taking students as the main body and teachers as the leading role", teachers are encouraged to devote themselves to the exploration and practice of practical teaching methods, paying attention to the innovative use of different forms of teaching methods according to the characteristics of disciplines, specialties and courses, different levels of students and different learning stages. Thus, a sound teaching quality assurance system was further established to ensure that classroom teaching is transformed to "learning-oriented", from "teaching" to "learning" and stimulate students' enthusiasm for learning. By enriching classroom teaching methods, such as scenario simulation, role-playing, case discussion, classroom games and so on, which can strengthen teacher-student interaction, improve students' enthusiasm in class, and cultivate students' ability to innovate, analyze and solve problems. What's more, creating a learning-oriented "learning demand-oriented" classroom teaching model as the main way to improve the quality of classroom teaching, so as to realize the flip of classroom teaching ideas, in order to promote the reform of teaching quality of business administration specialty.

4.2. Strengthen the construction of ability-oriented talent training model

Faced with the needs of talent training in the new era and information society, in the mode of talent training, the integration of artificial intelligence, and under the guidance of "locality and application", gradually deepen the understanding of the application-oriented undergraduate education teaching law and the law of talent growth, so as to realize the transformation from "knowledge-oriented" to "ability-oriented". Excellent talents in the new era need solid professional knowledge and skills, but they also need to have a series of new characteristics, such as innovative

ability, critical thinking ability, collaborative communication ability, and self-learning and development ability. The aim of talent training mode should be that ability precedes knowledge, not knowledge precedes ability. Therefore, on the basis of realizing the original teaching objectives and combining the advantages of the development of the Internet, the training mode should be changed to "ability-oriented". Actively cooperating with other peer colleges or enterprises to educate, the construction of internship practice bases in schools is strengthened, implementing the order-based talent training mode of integration of production and education and cooperation between schools and enterprises according to the practical talent training mode of "industry + enterprise + specialty". To further develop students' comprehensive application ability, increase investment in practical teaching, improve the effectiveness of practical teaching, innovative entrepreneurship education and quality education are carried out, cultivating students' innovative entrepreneurship ability and social adaptability, so that the "ability-oriented" training model can be better implemented, in order to comprehensively promote the realization of "education modernization 2035" process.

4.3. Establishing an output-oriented personnel training system

The rapid development of artificial intelligence, big data, block chain and other technologies will profoundly change the demand for talents and the form of education. Under the current situation, curriculum construction should be promoted synchronously with professional construction, and strive to build a curriculum system that integrates knowledge, ability and quality. Actively the construction of high-quality courses and high-quality courses are promoted, playing a leading role for other courses. We will further enrich theoretical and practical teaching forms, actively carry out various types of professional practical teaching content, strengthen the construction of practical courses, and gradually form excellent course groups to prepare students for participating in various contests (such as case analysis contest, innovation and entrepreneurship contest, ERP contest, business negotiation contest, etc.). Based on the highly accurate procedural evaluation of large data, the whole process of ability assessment and evaluation, the optimization method of teaching strategies and the mechanism of continuous improvement of teaching quality are constructed to realize differential teaching and individualized learning, and to realize the deep integration of information technology and education and teaching as a breakthrough point to comprehensively promote research-based teaching.

4.4. Create a teaching staff with both professional and concurrent skills

With the rapid development of big data and Internet of Things, the requirements for teachers are becoming higher and higher. To formulate some documents related to practical teaching, such as "Some Opinions on Further Strengthening the Construction of Teachers", "Training Measures for Young and Middle-aged Teachers", "Qualification Assessment Measures for Double-qualified Teachers", and so on, so as to promote the construction of practical teaching teachers. Efforts should be made to standardize and strengthen the training of practical and experimental teachers, such as supporting and encouraging young and middle-aged teachers to participate in high-end academic seminars related to practical teaching, encouraging young and middle-aged teachers to go to well-known universities or research institutions to pursue degrees, engage in post-doctoral research, further education, visiting scholars and other forms of continuing education. Regular series of practical teaching related knowledge lectures, training and teaching curriculum guidance will be conducted by academic leaders or high-level professors to help young teachers pass on, help and lead their work. The quality of young teachers and the level of practical teaching will be improved, promoting the construction of practical teaching team, and promoting the level of practical teaching quality and teaching level, to a higher level. Teachers are encouraged to change to "double-qualified" type, increasing the opportunities for enterprises to exercise, strengthen the social practice ability of teachers, so as to promote classroom practice teaching. Combining with the background of big data era, this paper makes a rational analysis and scientific research course group construction, and tries out the concrete methods and means of course group construction through theoretical and practical teaching reform.

5. Conclusion

In conclusion, with the implementation of the Action Plan of Education Informationization 2.0, let technology lead educational reform. Technology has promoted educational reform technology to realize educational reform, with a "networked, digital, personalized, lifelong" education system built, building a learning model of "everybody learns, everywhere possible learns, always learns". Society lays the foundation for training a group of innovative talents needed in the new era.

Acknowledgement

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