

The Teaching Model Innovation Research of Applied Undergraduate College under the Background of Transformation and Development

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Keywords: Transformation, Application type, Undergraduate college, Teaching mode.

Abstract: At present, the government, education administration departments, industry enterprises, universities and research institutions have formed a broad consensus on the transformation and development of applied undergraduate colleges and universities, and it is imperative to accelerate the structural adjustment of higher education. The disharmony between the training of applied talents in applied undergraduate colleges and the needs of current institutional personnel has become increasingly prominent. To this end, this paper analyzes the existing problems in the training of applied talents in undergraduate colleges under the transition of colleges and universities, and tries to reform the teaching angle of colleges and universities to find a solution.

1. Introduction

Applied undergraduate colleges refer to undergraduate colleges that focus on cultivating applied skills. Applied undergraduate education is by no means a low-level higher education. Its development orientation and school-running philosophy are different from the "research-type" and "academic" general undergraduate colleges. Its training goal is that the social high-tech industry can carry out the first-line work. Skilled talents, high-tech composite application talents who can directly solve practical problems and maintain normal work [1]. The education of applied undergraduate colleges has played a positive role in meeting China's economic and social development, cultivating the needs of high-level applied talents, and promoting the process of popularization of Chinese higher education. In the executive meeting of the State Council in February, Premier Li Keqiang made arrangements for accelerating the development of modern vocational education, clearly proposing to accelerate the construction of a modern vocational education system oriented to employment, and to guide a group of ordinary undergraduate colleges to transform into applied technology universities. This will be one of the key tasks of the forthcoming "Decision of the State Council on Accelerating the Development of Modern Vocational Education" and "Planning for the Construction of Modern Vocational Education System" [1]. Therefore, taking some of the undergraduate universities' transformation and development as a strategic entry point, accelerating the establishment of a modern applied technology university that integrates production and education and school-enterprise cooperation will become China's current and future period of building a modern vocational education system and promoting the strategic adjustment of higher education structure. An important task to advance the modernization of the education system.

2. The target defining of talent cultivation in undergraduate colleges after transformation

The transformation of local undergraduate colleges is aimed at cultivating vocational and technical talents at the undergraduate level so that graduates can receive both theoretical training and certain skills [2]. With the undergraduate level of applied technical talents, we have connected the existing high-level and professional-level master's degree at the secondary level and specialist level, and established a technical skill-based talent training system at all levels to improve the technical and technical talents. The channel has broken the pattern of "broken roads" in vocational education. The vast majority of local undergraduate colleges are upgraded from the original higher vocational colleges to the local colleges and universities of the undergraduate colleges [3]. They are mainly for the local government and enterprises and institutions, who can use the knowledge they have learned

to solve practical problems. Instead of going to research research talents engaged in scientific research. Therefore, the goal of local transformation education requires embodying the spirit of the times and meeting the needs of professional personnel training in the process of social development, cultivating high-quality applied talents with strong social adaptability and competitiveness, requiring professionals to closely integrate local characteristics and pay attention to students. Practical ability.

3. The applied talents cultivate outstanding problems after the transformation of undergraduate institutions

The goal of talent training and the needs of social and economic development is not high. In economic development, the demand for talents of enterprises has increased sharply. However, it is necessary to have high-quality talents with strong hands-on application ability, knowing market operation and mastering skills [2]. However, some local undergraduate colleges are undergraduate colleges and universities, which have a short history and lack of undergraduate experience. Some local undergraduate colleges make some adjustments based on the original specialists, and still focus on skilled talents. Some of them are directly copied according to the research-type undergraduate colleges, so there is a problem of inaccurate positioning of talent training objectives. The students cultivated have only comprehensive theory and professional knowledge, no comprehensive ability in innovation consciousness, or lack of basic theory. The highly skilled technicians cannot adapt to the needs of modern enterprises for talents, and the cultivated talents have a very low degree of fit with the needs of social and economic development.

3.1 The curriculum system is not set properly.

Many colleges and universities have reformed the professional curriculum system according to the needs of the current industry, but the system is still not strong [3]. The curriculum is single, heavy theory, light practice, and even the problem of improper sequence of courses. Many college experimental courses are ineffective, not occupied by theoretical time, or simply walking in the laboratory, it is difficult to achieve the purpose of improving students' practical ability.

3.2 The teaching method is single and the teaching methods are relatively backward.

The premise of ensuring the quality of teaching is that teachers can use scientific and reasonable teaching methods and means. Most of the professional teaching in Chinese universities is mainly taught by teachers, and the teaching method of indoctrinating and cramming, heuristic, discussion, case, simulation teaching and other teaching methods are not applied in the classroom [3].

In the process of teaching, students are in a passive learning position, passive acceptance, lack of initiative and enthusiasm, ignoring the cultivation of students' individualized and innovative spirit. Emphasis on theory, light practice, and emphasis on the memory of book knowledge, and the participation of experimental teaching and social practice activities has not really been implemented, and it is difficult to see results.

3.3 The assessment and evaluation system needs to be improved.

The traditional assessment system lacks scientificity. It only pays attention to the scores of a paper at the end of the period, and forms a "one-volume score" situation. It is difficult to reflect the students' normal learning situation and the teaching effect of the teachers, so that students usually despise learning and hold their feet at the end of the period [4]. Focus on a few days to achieve a better or even better results. This kind of system leads students to take classes in a normal way, cope with things, and it is difficult to achieve the desired teaching effect.

3.4 Lack of moral education and vocational education.

The industry is a high-risk industry that often deals with money. Compared with other industries, it is more necessary for employees to have strong professional ethics [4]. In recent years, the agency has frequently issued various major cases such as fraud and fraudulent loans, which shows that professional ethics is a key point in the current Chinese industry risk prevention. With the

development of electronic information technology, the requirements of the future industry for services are getting higher and higher, which requires the employees to have higher professional ethics to ensure [4]. However, at present undergraduate colleges, teachers are restricted by various conditions such as school hours. During the course of teaching, students are more stressed about the learning, understanding and application of professional knowledge. There is a lack of training and education on students' professional ethics, which makes students lack service awareness.

3.5 The construction of the teaching staff is in urgent need of improvement.

The main body of teaching is teachers. The high-quality teachers are the guarantee for improving the quality of teaching and the key guarantee for cultivating qualified personnel. In recent years, the level of Chinese subject faculty has been greatly improved, but on the whole, teachers generally have insufficient business ability, and it is imperative to build a "double-type" teacher team [5]. Most teachers go directly to the teaching post after graduating from a master's or doctoral degree. The theory of "going out of school and entering the school gate" is strong and lacks practical experience. Most teachers do not have industry experience, and it is difficult to reasonably set practical teaching plans according to the requirements of relevant enterprises for job ability. It is difficult to arrange practical teaching content scientifically and reasonably, and it is not good to give students timely and accurate in practical teaching links. Guidance, such a teacher group and application-oriented talent training goals are not compatible.

4. Practical teaching deepen reform measure of applied undergraduate college

4.1 Transforming the concept of practical teaching to improve understanding.

Under the background of the transition of modern university undergraduate education to the popularization of higher education, the application of technology-based undergraduate colleges emphasizes the word "application", which requires education that meets the needs of social development and reflects the spirit of the times. The concept of talents and talents is the forerunner [5]. We must constantly update the teaching content, teaching links, teaching methods and means with the times, comprehensively improve the teaching level of applied undergraduate courses, and cultivate high-quality applications with strong competitiveness and social adaptability.

4.2 Change the assessment method and cultivate students' comprehensive application ability.

The examination or assessment is the last link to measure the quality of the course teaching. It directly tests the effectiveness of both sides of the teaching. For the practical teaching links, most of them use the experimental report, internship summary or submit a paper to evaluate. The effect of student internship practice, lack of dynamic assessment of the practice process, as well as the measurement of students' cognitive experience and skills improvement [5]. At present, the evaluation system of practical teaching in ordinary undergraduate colleges is still not perfect. First, due to insufficient attention, a relatively perfect evaluation system has not been established. Second, the evaluation of practical teaching has a certain degree of subjective randomness, which is difficult to quantify. Third, practice The teaching assessment mainly refers to the experience summary of the practice activities, ignoring the students' actual gains and specific performance [6]. Therefore, when formulating practical teaching evaluation criteria, students should be highlighted in the analysis of problem-solving and application-innovation ability assessment, and the two links of "student evaluation" and "teacher evaluation" should be closely combined to form an evaluation and evaluation model for teaching interaction. Teachers and students work together to improve practical teaching and achieve scientific rationality in assessment and evaluation.

4.3 Strengthen the construction of the "double-type" faculty.

To create a high-level application-oriented undergraduate college with school-running characteristics, the most important thing is to have a high-level team of teachers who can be qualified for applied university teaching. This puts higher demands on teachers and requires teachers not only to create higher standards [6]. To have solid theoretical knowledge and teaching and research

capabilities, we must also have relevant professional qualification certificates, professional technical titles and relatively rich experience in front-line practice. Strengthening the construction of a double-teacher team, on the one hand, it can establish a good cooperative relationship with enterprises and industries, and employ excellent senior technical talents or practical and experienced industry experts who are capable of teaching and the first-line technology [6]. On the other hand, the school should provide practical training for many existing teachers, encourage and support teachers to participate in professional practice activities, participate in the practice of teaching infrastructure construction and application technology research in the school, in order to enrich teachers' practical experience. Improve professional practice ability. In addition, in order to further stabilize the "double-type" teacher team and improve the proportion of "double-type" teachers, it is necessary to make detailed provisions on the application, identification, training and management, evaluation indicators and treatment of "double-type" teachers. The training of "double-skilled" teachers is an important evaluation indicator for the construction of the annual teaching staff of the department.

4.4 Professional curriculum is designed to serve local economic and social development.

At this stage, on the one hand, the employment pressure of college graduates. On the one hand, many enterprises find it difficult to find high-quality technical and technical personnel in the front line of production services. One of the goals of applied undergraduate colleges is to solve the structural contradictions of new labor employment [7]. Therefore, when applying for undergraduate colleges, it is necessary to take the transitional development path of integration of production, education, and school-enterprise cooperation, and break the closed-run school model. Schools should actively establish closer cooperation with local governments, industries, and enterprises. Their voices, understand their needs, specifically to conduct a comprehensive market survey, study the local economic and social development direction, go deep into the industry, enterprises, research the talent demand of the current market, grasp the talent demand of the future market, combined with the resources advantages of the college itself Choose the disciplines and professions that can be mastered.

4.5 Organize various practical skill competitions and subject competitions to cultivate students' practical ability.

The application-oriented undergraduate colleges can train students' professional skills and practical ability. They can also organize a variety of intra-school practical skills competitions and various discipline competitions according to the characteristics of the established professions [7]. For example, economics majors can hold economics knowledge contests. Marketing professionals can jointly organize marketing planning competitions, mainly adopting the combination of internal and external school, competition, training and other forms as practical teaching carriers, scientifically and rationally selecting skills competition projects, organizing competition activities, and enhancing students' knowledge of what they have learned. Master and apply skills. In addition, students can be actively involved in various knowledge and skill competitions, applied technologies and project research activities organized at the national, provincial and municipal levels to enable students to exercise and improve their practical skills in this simulated environment.

4.6 Strengthen the teaching philosophy with the cultivation of practical ability as the core.

Practical teaching is an important part of the cultivation of innovative talents [7]. The main task of practical teaching is to consolidate basic theories and cultivate engineering practice and application capabilities. In the professional curriculum setting and practical teaching arrangement, we should pay attention to the integration of disciplines under the background of engineering, adhere to the combination of experimental teaching and industrial production, and adhere to the combination of engineering basic training and innovative ability training [8]. In the process of discipline professional construction, combined with the needs of engineering education professional certification and the reform and development of excellent engineers, make full use of the talents and equipment resources of innovative laboratories, absorb outstanding students to enter scientific research teams, participate in scientific research projects, broaden scientific research horizons and innovation. Ability to better play the role of innovative laboratories.

4.7 Focus on building a scientific practical teaching system.

Scientific and effective practical teaching system is the key to improving the quality of applied talents. According to the requirements of the transformation and development of applied technology universities, based on the actual production practice and technical process, the construction of technical skills training is the main the practical teaching system meets the requirements of college students' innovative application and engineering practice ability training by establishing a diversified and hierarchical practical teaching platform [8]. The traditional practical teaching courses are mainly based on cognitive and confirmatory experiments, lack of effective integration, and the independent experimental courses and practice links are relatively independent. Students' cognitive internships, production internships and graduation internships are not closely related, and practical innovation ability It is difficult to get a good upgrade. In accordance with the principle of “practical, high-capacity, high-quality, and heavy-applied” practical application-oriented personnel training, the new practice teaching curriculum system is reconstructed, and three stages of basic platform experiment, professional basic platform experiment and professional design platform practice are established [8]. Establish an open laboratory, pilot multi-disciplinary and inter-disciplinary experiment synthesis, stimulate students' sense of innovation, improve students' practical ability, and promote engineering education certification and excellence engineer training to achieve practical results.

5. Summary

The application of undergraduate colleges and universities to practice teaching reform is a new and long-term arduous project that needs constant exploration. Many problems of teaching reform have yet to be studied. It is still necessary to continuously improve and improve the practical teaching system, and explore and improve in the reform. To cultivate high-level applied talents with distinctive characteristics of applied undergraduate colleges and adapted to the needs of society.

Acknowledgements

Fund Project: Foundation for Research Projects on Higher Education Teaching Reform in Shaanxi Province (Project No.: 17BZ049): Innovations in Model of Teaching in Applied Undergraduate Institutions under the Background of Transformation and Development (Key Project).

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