

## Research on Practice Teaching in Quality-Oriented Education for College Students Based on Credit System

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**Abstract:** Quality-oriented education is an important part of China's higher education system. Focusing on improving college students' learning ability, practical ability, innovation ability and civic literacy is an inevitable choice for colleges and universities to adapt to social development, as well as an effective way to ensure the all-round improvement of students' ability during their growth and development. But at present, the practice teaching of quality-oriented education is not effective in colleges and universities. The problem has persisted and has not been solved effectively. Therefore, we try to explore the new mode of practice teaching in quality-oriented education based on the credit system, in order to fully grasp the characteristics of students, and actively implement the concept of "taking students' development as the foundation and the quality improvement as the key". Through scientifically constructing the curriculum practice system based on the credit system, we can comprehensively improve the timeliness, pertinence and effectiveness of practice teaching in quality-oriented education for college students, and promote students' comprehensive development.

### 1. Introduction

The development of quality-oriented education is the requirement of the times and the request to implement the Party's educational policy.[1] At present, the quality-oriented education of college students is not only an important part of higher education, but also an important task in establishing the socialist core value system and carrying forward the advanced socialist culture. In recent years, on the one hand, from the current situation of improving the quality of college students, some students have poor enthusiasm in learning. They lack initiative, cannot overcome the fear of difficulties, do not have enough independent thinking ability and social responsibility, and cannot bear hardships and stand hard work. Therefore, they do not have thorough comprehension on quality-oriented education.[2] On the other hand, the education of some colleges is not complete quality-oriented education. There are some problems affecting the cultivation of college students' comprehensive ability.[3] In the specific teaching process of quality-oriented education, the form, contents and methods of practice teaching are not effective. The problem has persisted and has not been solved effectively. Therefore, it is urgent to explore a new way to improve the effect of quality-oriented education in colleges and universities.

The teaching management model of credit system provides students with relatively free learning time and space, which is more conducive to reflect the modern education concept of people-oriented and student-oriented, and focuses on improving students' knowledge levels, cultural literacy and labor skills; it can improve students' quality and promote employment.[4] According to the current situation of students and the flexible credit system, we can introduce the credit system into the education and management of practice teaching in quality-oriented education for college students. The incentive and constraint functions of credits can help students choose contents and forms of practice teaching, and guide students to reasonably arrange their time and energy in contents they prefer. At the same time, we should also construct a supervision and feedback mechanism, so as to further urge students to pay attention to quality-oriented education, and ultimately improve the comprehensive quality of students.

## **2. Analysis on the Current Situation of Practice Teaching in Quality-Oriented Education for College Students**

In colleges and universities of our country, the main channel of quality-oriented education is providing courses. Offering elective courses in philosophy and social sciences can help college students establish correct world outlook, as well as outlook on life and values, help students to understand the latest social and political situation, and ensure that their own thoughts have the characteristics of the times. The practice teaching also plays an important role in quality-oriented education, which is a powerful supplement to courses.

### **2.1 Main Methods of Practice Teaching in Quality-Oriented Education**

The methods of practice teaching in quality-oriented education commonly used in colleges and universities include the practice link of theoretical courses, various forms of social practice activities, campus activities combined with practice teaching, as well as colorful volunteer services. The rise and development of college students' organizations provide a new platform for practical education, on which, abundant practical activities which are more suitable for students' needs grow explosively. Therefore, abundant second classroom activities, social practices during holidays and practical activities provided by students' organizations are main methods to realize the practice teaching of quality-oriented education in colleges and universities.

### **2.2 Main Characteristics of Practice Teaching in Quality-Oriented Education**

The contents and forms of teaching are open, which can make up for the limitations and one sidedness of classroom teaching. The teaching contents, time and space are flexible. Practice teaching is also extensive, since the activities can take place inside or out of the school. The activity contents are rich and colourful; the forms are diversified.[5] Practice teaching is autonomous. It can stimulate students' interests, and mobilize their enthusiasm, initiative, and creativity. Practice teaching is comprehensive. The contents include ideological and political education, social practice and voluntary services, academic and technology knowledge as well as innovation and entrepreneurship, culture, art as well as physical and mental development, and community activities as well as social work.

Based on above characteristics, the teaching practice link can, to a large extent, guide college students to participate in practical activities. They need to go deeply into life, participate in practice, and connect grassroots and the masses, so that the majority of students can sublimate their thoughts, temper their will, and strengthen their sense of social responsibility and historical mission.[6]

## **3. Problems in Practice Teaching of Quality-Oriented Education for College Students**

The practice teaching of quality-oriented education for college students has been raised to a certain height, and its teaching forms and contents have been enriched and improved to a certain extent. However, due to the characteristics of practice teaching, following problems still exist in the actual operation of practice teaching.

### **3.1 Lack of Consciousness**

Under the influence of traditional education, most colleges and universities pay more attention to intellectual education than moral education; they focus on knowledge and theory instead of skills and practice. The practice teaching of quality-oriented education also focuses on strengthening ideological cognition and improving moral levels, and pays less attention to the cultivation of moral practice ability. Practical education has not been given due attention in colleges and universities. In addition, it unilaterally emphasizes students' autonomy and spontaneity, and allows students to carry out their own activities, lacking the necessary purpose and plan of the course.[7] At the same time, some students do not have clear learning objectives. They do not know what they want; they just follow others blindly and try to get various certificates. They think that quality-oriented education is dispensable, and cannot produce obvious benefits in the short term. So they do not take the initiative to understand.

### **3.2 Limitations in the Operation Level**

The reasonable content system of quality-oriented education will affect the effectiveness of quality-oriented education. At present, although the practice teaching of quality-oriented education follows the principles of “developing all students” and “individual growth”, it is characterized by diversity, discontinuity and individuation in the types, contents and forms of design. The time and space of education are not limited; the process of education is difficult to control and supervise; the content of education is difficult to standardize and quantify. It lacks systematic and planning, and the results of education are difficult to evaluate and compare. There are some limitations in operation.

### **3.3 Lack of Feedback and Assessment Mechanism**

The goal of practice teaching of quality-oriented education is to improve the comprehensive quality. The assessment of related contents is realized mainly through examinations, papers and reports, and the evaluation of individual characters is made based on subjective judgment. The task of practice teaching should be the process from moral cognition to internalization. Due to the lack of quantitative standards and process tracking mechanism, it is difficult to achieve the coordination and unification of the process feedback and assessment results.

## **4. The Necessity of Applying a Credit System to the Practice Teaching of Quality-Oriented Education**

Because of the flexibility of the credit system in teaching and management, it brings new opportunities to traditional practice teaching in quality-oriented education. It is of great significance to promote the course construction and practice teaching in quality-oriented education of colleges and universities under the credit system. The application of a credit system helps to mobilize students' initiative and enthusiasm in learning and encourages them to participate in practice teaching; it is also convenient to guide, standardize, summarize and provide feedback on students' participation.

### **4.1 The Application of Credit System Can Realize the Transformation of Quality-Oriented Education Achievements**

Through the organic combination of the theoretical achievements of quality-oriented education with the objective, the process and the assessment of practice teaching, the pertinence and effectiveness of quality-oriented education for college students can be fundamentally improved, and the practicability of quality-oriented education results can be enhanced. Students can improve their comprehensive quality according to the talent training objectives of colleges and universities; the school can build a platform to transform the achievements of quality-oriented education based on practical activities to maximize the function of quality-oriented education.

### **4.2 The Application of Credit System Can Realize the Quantification of Teaching Process**

According to the requirements of college students' quality-oriented education and the characteristics of comprehensive quality training in colleges and universities, the achievements of quality-oriented education are measured by credits. The contents and links of quality-oriented education can be represented by scores. The process and results of quality-oriented education are graded; theoretical courses and practice teaching in quality-oriented education are combined together, and the development of students' comprehensive quality is included in the evaluation system. The content of quality-oriented education is specified; it is stipulated that each student must get certain credits at the undergraduate stage. This way of dividing the achievements of quality-oriented education is not only a simple system of evaluating the quality-oriented education of college students, but also a feedback process of evaluation.

### **4.3 The Application of Credit System Can Realize the Feedback of Education Effect**

Based on the evaluation factors and methods used in college students' comprehensive quality

evaluation system, a feasible evaluation system can be established. Compared with the comprehensive quality evaluation of college students, the quality-oriented education is a kind of transcendence. It increases the incentive intensity for students, enhances the guidance for students, and is more operable. It is the new development in the evaluation of quality-oriented education achievements.

## **5. The Feasibility of Applying Credit System to Practice Teaching of Quality-Oriented Education**

Important factors for the smooth implementation of the credit system include, clear principles, the clear target system, the detailed content system, the reasonable evaluation system, as well as the systematic management, supervision and feedback mechanism.

### **5.1 Clear Principles to Follow**

The construction of practice teaching system should follow “four principles”. The first is the guiding principle. Efforts should be made to improve students' learning ability, practical ability, innovation ability and civic quality, so as to develop students' knowledge levels, abilities, comprehensive qualities and vision in an all-round way. The second is the principle of individuation. We need to adhere to the “student-oriented” concept, give full play to the advantages and strengths of students with different levels and personalities, find out their interests, abilities and hobbies, and enhance students' confidence and motivation in their personality development. The third is the principle of operation. We need to scientifically and reasonably arrange contents of each module, clarify the relationship between modules, and strive to make the curriculum system simple, clear and easy to operate.[6] The fourth is the principle of diversification. We should attach importance to improving students' ideological and moral qualities, as well as their physical and mental health. We need to pay attention to ability training and personality development, so as to realize the diversified development of education mode in the new era.

### **5.2 Clear Target System**

For college students, the practice teaching of quality-oriented education is the powerful supplement to classroom teaching. Its goal is to cultivate abilities, mould characters and improve the comprehensive quality. The credit system recognizes the differences in the ability and quality of learners. With its flexible training mode and multiple choices in learning, it pays attention to the development of students' individuality while ensuring the generality, so that the students' status as the main body of learning can be fully reflected, and students' understanding of themselves and social environment can be strengthened. Through this way, the quality-oriented education can go out of formalization and superficiality; we can really train compound talents with high comprehensive qualities for the society.

### **5.3 Detailed Content System**

College students have three roles: young people, young citizens and young students. Qualities required by these three roles cover the objectives of training college students. College students' comprehensive quality can be summarized as six aspects of literacy, namely the civic literacy, the scientific literacy, the humanistic literacy, the physical literacy, the psychological literacy and the political literacy. The contents of educational practice can be composed of specific modules such as daily management, sports and activities, academic and cultural activities, as well as ability practices (student cadres, public welfare activities, social practices, as well as scientific and technological innovation); each module has different weight in the whole system.

### **5.4 Reasonable Evaluation System**

In the first class, the score can be divided into usual performance, experimental score, mid-term examination score and final examination score. Based on the experience, the evaluation of a module in practice teaching can be divided into dynamic and static assessment systems which combines

process assessment and index assessment. According to the goal orientation of comprehensive quality training, several scores and full marks are set for each module content. Only when the student gets required certificates in all modules, can the student pass the link of practice teaching.

### **5.5 Systematic Management, Supervision and Feedback Mechanism**

In view of the diversity of practice teaching contents, the long-term nature of assessment cycles and the complexity of information feedback, it is necessary to build a “1 + N” assessment team. The contents of different sub items are sorted out and summarized to team 1 by team N who carries out corresponding activities. Team 1 publicizes results, be open to queries and complaints, and gives feedback on solutions and conclusions.

## **6. Conclusion**

To apply the credit system in the practice teaching of quality-oriented education for college students have following advantages. First, it can effectively overcome the one sidedness of evaluation in the traditional quality-oriented education mode. It does not rely on the subjective consciousness of teachers to evaluate educational achievements. By quantifying and evaluating objective factual materials, it can overcome the subjectivity and one sidedness, and increase the objectivity in assessing the achievements of ideological and political education. Second, it can effectively overcome the fuzziness of traditional quality-oriented education. Through the development of specific quantitative indicators, a specific score on quality-oriented education can be given. College students can compare these indicators, get to know what to do and how to do, and find out their shortcomings according to the score. Using this evaluation method, on the one hand, it can objectively evaluate college students and stimulate their development; on the other hand, it can truly reflect the achievements of quality-oriented education to teachers. Teachers can dynamically adjust teaching contents and methods accordingly. Third, it can effectively overcome the static defects of traditional quality-oriented education. The index system of practice teaching is relatively static, but the assessment of each student's achievement is dynamic. According to this system, every student can “measure” themselves at any time. They can judge and analyze their scores, evaluate their learning levels and practical achievements, and then adjust their learning direction in ideological and political education. Through the quantification of the education process and education results, we can effectively guide students on their personal growth, and improve the pertinence of quality-oriented education. The introduction of the systematic management, supervision and feedback mechanism can effectively improve the timeliness and reliability of quality-oriented education.

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