

Research on Competency-Based Education and Professionalization Orientation of Applied Undergraduate Based on Professional Competence

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Abstract: with the Popularization and Diversification of Higher Education, the Quality and Characteristics of University Education Are Paid More Attention by the Government, Universities and Society. Until the Early Nineties of Last Century, It Began to Gradually Introduce the Competency Based Education Model. the Understanding and Research of Higher Vocational Education Can Not Be Limited to the inside of Education. Many Policies and Measures to Speed Up the Development Have Been Introduced, and the Scale of Vocational Education Has Been Expanding in Recent Years. China's Higher Vocational Education Has Become an Important Part of Higher Education. It is an Important Type of Higher Education and a High Level of Vocational Education. It is a Major Practical Problem Facing the Current Construction of Modern Vocational Education System. in Order to Cultivate Students' Sound Personality in Higher Vocational Colleges, It is Necessary to Establish Personality-Based Education Mode. This Paper Takes the Engineering and Technical Undergraduate Talents Trained by Application-Oriented Undergraduate Colleges as the Research Object, and Analyzes the Competency-Based Education of Application-Oriented Undergraduate and Its Professional Orientation..

1. Introduction

With the Trend of Popularization, Popularization and Diversification of Higher Education Deepening Day by Day, the Quality and Characteristics of University Education Have Received More Attention and Attention from the Government, Universities and Society. Higher Vocational Education Has Become an Important Force in the Popularization of Higher Education in China, But Its Social Recognition is Still Low [1]. China's Economic System Reform Will Enter a Period of Industrial Restructuring. Differentiated Development and Characteristic Development Have Become the Direction of Thinking and Reform in Such Colleges and Universities. a Sound Vocational Education System is of Great Significance to the Promotion of Vocational Education and Teaching, the Realization of Vocational Education Goals, the Improvement of Workers' Skills and Professional Qualities, and the Development of Vocational Education and Social Productivity [2]. China's Higher Vocational Education is Seeking to Improve Its Quality While Developing in Quantity. in Order to Improve the Quality of Vocational Education in an All-Round Way, We Must Reform and Innovate the Educational Model [3]. China's Higher Vocational Education Has Become an Important Part of Higher Education and an Important Type of Higher Education [4]. in This Sense, Rethinking University Philosophy, University Goals, Organization and Behavior Patterns, and Promoting Teaching Reform Become Its Important Responsibility and Mission [5].

The New Higher Education Structure Must Be Matched with the New Management System. the Higher Education Structure Should Be Reformed While the Higher Education Management System Should Be Reformed. If We Look At the Development of Higher Vocational Education from the Perspective of Lifelong Education, It Opens Up an Broad Vision for the Development of Higher Vocational Education [6]. It is Conducive to the Establishment of a Sound Higher Vocational Education System and the Establishment of a Mechanism for the Sustainable Development of Higher Vocational Education. Actively Developing Higher Vocational Education is an Important Feature of the Development of Higher Education in the World in Recent Decades. Many

Industrialized Countries Are Adapting to Economic Restructuring and Rapid Economic Development during the Economic Take-Off Stage [7]. after a Large Number of Enrollment Expansions, Vocational Colleges Have Solved the Problem of Students' Way out, So That the Employment-Oriented Education Concept is Understood as Vocational Education is Employment Education [8]. Education Can Improve the Material and Spiritual Living Standards of the People, Help to Improve the External Conditions of Individual Survival and Development, and Help to Improve the Individual's Happiness [9]. This Paper Takes the Engineering and Technical Undergraduate Talents Cultivated by Applied Undergraduate Colleges as the Research Object, and Analyzes the Ability-Based Education of the Applied Undergraduate and Its Professional Orientation.

2. Professional Development Trend of Applied Undergraduate Education

According to the theory of talent classification, the training goal of applied undergraduate talents should not only abandon the training orientation of academic talents always imitating research universities, but also be different from the training orientation of skilled talents in higher vocational colleges. Several concepts related to personality-based education mode in higher vocational colleges are personality, education mode and personality-based education mode. The pace of adjustment and reform of the higher education structure and system has obviously accelerated, resulting in greater social repercussions. China's current higher education system is generally divided into two major systems: general higher education and higher vocational education. The contemporary people's livelihood is based on the reality of specific people, including the natural, social and spiritual attributes of people. People exist with a purpose, which is especially respected in the contemporary people's livelihood. Some people define it from the perspective of educational methods. Teachers are formed in the process of applying various educational methods in accordance with educational objectives and educational tasks in different stages of education. The training norms of applied talents are lower in theoretical and academic requirements than academic talents, but technical and practical requirements are stronger. China's higher vocational education is in an important period of development opportunities, and social economic and technological development is undergoing historic changes and leapfrogging.

The personality-based education model is based on a certain theoretical foundation. The application of these theories in the educational model makes the personality-based education model have a comprehensive academic foundation. Vigorously developing vocational higher education is an important guarantee for the popularization of higher education in China. Only by knowing exactly the employment concept of college students can the education and teaching management, ideological and political education and employment guidance work of colleges and universities be more targeted. Thereby better education on employment. Figure 1 shows the dynamic evolution of the assessment system for college students' vocational education.

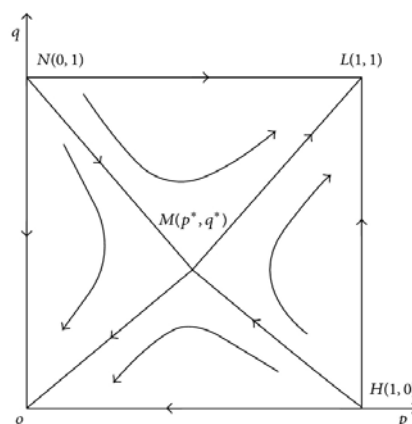


Fig.1 Dynamic Evolution of the Vocational Education Assessment System

The lag of human capital makes our country lose two important strategic opportunities in history,

and the lag of the establishment of modern education system hinders the development and accumulation of human resources. The proposal of building a well-off society in an all-round way and accelerating the goal of socialist modernization not only creates an external environment for the development of higher vocational education, but also provides an internal impetus for the reform of higher vocational education. Due to the different genetic quality, especially the social practice, the personality tendency and psychological characteristics of each person are different, thus forming different personality. The mode of personality based education is based on the educational thought of all-round development of human beings, the theory of personality and the theory of humanistic psychology. From the perspective of the functional classification of education, vocational education and general education are only differences in types, not levels. Any education mode should point to a certain education goal, that is, the higher vocational education mode is designed and constructed to achieve the goal of higher vocational talents training. The diversity of education mode is not only the basic requirement of modern education, but also the characteristic of personality based education mode.

3. Path Selection of Professionalization of Applied Undergraduate Education

3.1 The Only Way to Professionalize Applied Undergraduate Education

On the formation and development of personality, various viewpoints and theories have been formed in the psychological circle. There are many deficiencies in psychoanalytic theory. Personality is a unified structure. After the most basic survival problems of the people are solved, their basic development ability and opportunities will be taken into account. People can not only survive but also have the ability to survive. At the present stage, China's economy is highly developed and its industrial structure is continuously improving, which has already made vocational education have the realistic need and foundation to move up in level. It is an organism composed of many factors and levels, and develops a sound personality. It lies in the overall and coordinated development of personality structure, not just one-sided development and improvement in one aspect. The basic entity of character is not a single character, but the whole character structure [10]. The development of high-tech industry requires technicians working in the front line not only to master more comprehensive professional theoretical knowledge. We should be more familiar with and master the practical application of high-tech and advanced equipment. Educators must start with the education system and carry out systematic reforms. The adjustment of higher education structure must be accompanied by the reform of higher education management system in order to coordinate and develop healthily.

Students will try to start their own businesses during their stay in school and invite experienced successful entrepreneurs to come to school to make business reports for graduates. Many university teachers have narrow ideas and insufficient understanding of the new curriculum in their knowledge of the curriculum field. For example, Table 1 shows the survey of vocational education management curriculum areas.

Table 1 Survey of Vocational Education Management Curriculum

	Curriculum view	Curriculum resources	Course implementation	Course evaluation	
The average score	8	7	8	7	6
Correct rate (%)	62.1	57.5	60.7	60.5	62.8

Vocational education management is based on the actual needs of human development and social development. The personnel training evaluation index is divided, and the specific division is shown in Table 2.

Table 2 Division of Talent Training Assessment

Talent training evaluation parameters	0-25	25-30	30-35	40-45	45-50
Normalized value	0.25	0.3	0.35	0.45	0.5

3.2 Strengthening the Construction of Practical Teaching Conditions

In order to cultivate students' independent personality and rich personality as the value orientation, a relatively stable educational process and its methods and strategy system are formed in the educational process. Self-realization is the full exploitation and utilization of human talents and potentials. Is the completion of the mission, is the individual's own intrinsic value more fully grasp and recognition. The humanistic personality theory points out that human beings have the power of natural growth. People basically develop towards maturity, socialization and self-realization of personality. The combination of professional and disciplinary content aims to enable today's students to obtain a full understanding of various concepts that can meet tomorrow's needs. In the human demand structure system, meeting the needs of human survival, that is, physical and safety, is the most basic need and is an unquestionable right. From a student's point of view, students can identify their own known and unknown knowledge and skills for their ability to chart. Vocational education must carry out reforms and innovations in terms of educational goals and functions, school-running models and levels, in order to actively adapt to the needs of social economic and technological development. Occupation is produced and developed along with the progress of human society and the division of labor. It is the result of the development of social productive forces and technological innovation.

4. Conclusion

Higher vocational education has become an important part of international exchanges, cooperation and competition. With the rapid development of China's social economy, higher vocational education has achieved great development both in scale and in quantity. At this stage, China's economy is highly developed, and the industrial structure is constantly improving. This has made the vocational education have a realistic need and foundation for the upward shift. Actively developing higher vocational education is not only a question of education and academics, but a strategic issue of social development and international competition. The personality-based education model is based on a certain theoretical foundation. The application of these theories in the educational model makes the personality-based education model have a comprehensive academic foundation. If we can not fully grasp the environmental characteristics and development trend of social change in China, we can not fundamentally clarify and answer the essential problems in the development and reform of higher vocational education. If we want to fundamentally change the situation that education does not meet the needs of socialist modernization, we must start with the education system and carry out systematic reform. The adjustment of higher education structure must be accompanied by the reform of higher education management system in order to coordinate the healthy development. The diversity of education mode is not only the basic requirement of modern education, but also the characteristic of personality based education mode.

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