

Analysis on the Difficulties in the Transition and Development of Local Undergraduate Colleges and Universities

Wang Zhijing

Yunnan Technology and Business University, 65000, Kunming, China

Keywords: Local Undergraduate Colleges; Transitional Development; Difficulty Analysis

Abstract: The transformation of local undergraduate colleges and universities is a complex practical activity, involving the behavior of multiple stakeholders. In the exploratory stage of the transformation of local undergraduate colleges and universities, they are faced with such behavioral dilemmas as curriculum transformation, teacher professional development transformation, controlled transformation and unified evaluation. Therefore, the author looks at the transformation and development of local undergraduate colleges from the perspective of modernization of higher education governance, analyzes the real dilemmas of various stakeholders, and explores the path of transformation and development. Research shows that local undergraduate colleges, as an important part of higher education, must adapt to the needs of educational reform through transformation and development.

1. Introduction

With the development of higher education to the popular education, China's higher education structure is undergoing profound changes, and adjusting the educational structure is the current key task [1]. According to the orientation of the transformation of local undergraduate colleges to applied colleges, the curriculum design objectives should also be positioned to cultivate advanced applied talents. However, the overdraft of school resources brought about by the leap-forward development of undergraduate colleges has affected the sustainable development of undergraduate colleges [2]. As the main body of ordinary higher education institutions, local undergraduate colleges are the main force for the transformation of applied undergraduate courses, both in terms of their development history and their development status. In addition to the convergence of school orientation, the discipline profession is out of touch with the local industrial structure, and the core function of talent cultivation is the theory of light practice, the separation of knowledge and practice, the deep cooperation between schools and enterprises, and the integration of production and education has not been established [3]. At the same time, China's industrialization process is accelerating and its economic level is constantly improving, which requires vocational education to continuously improve the level of running schools to meet the upgrading needs of industrial transformation. Many developed countries have been relatively perfect in the field of Vocational education, which provides experience and model for China's vocational education reform. So far, the transformation of local undergraduate colleges and universities has gradually emerged, and become a hot topic of discussion and research in the educational and theoretical circles [4].

Since the popularization of higher education, the number of college graduates in China has continued to rise. Transition is a complex process of interweaving contradictions, in which there are both impetus to support transformation and resistance to transformation. They coexist in this field [5]. And it can be realized in the game process of interaction and interaction between the two forces. With the deepening of the reform of Vocational Education in China, the voice of developing undergraduate vocational education and perfecting the modern vocational education system is becoming higher and higher [6]. In order to optimize the structure of higher education and improve the quality of personnel training, the Ministry of Education has started the pilot work of research and Reform in Applied Technology Universities in recent years [7]. As many scholars have said, the transformation of local undergraduate colleges to application-oriented ones is facing many difficulties. Some local undergraduate colleges do not know how to turn, where to turn, hovering

around, the transformation of ideas and school concepts is difficult, and the construction of teaching materials and teachers is difficult. However, this is not the case [8]. In view of this, exploring the restrictive role and mechanism of cultural tradition on the transformation and development of local undergraduate colleges and universities has certain practical significance and value significance. Although the expansion of the scale of colleges and universities is the inevitable requirement of the social development stage, with the social development, we should do a good job of transformation and reform, take the road of connotative development, and achieve sustainable development [9].

2. Methodology

The transformation of local undergraduate colleges and universities is a complex practical activity involving different stakeholders such as government, colleges and enterprises. How they act in the process of transformation directly determines the success of the transformation of local undergraduate colleges and universities [10]. Therefore, the behavioral categories of various stakeholders in the transformation of local undergraduate colleges and universities are analyzed, the behavioral framework conducive to the success of the transformation is constructed, and the behavioral boundary is defined. It is helpful to break through the dilemma of transformation behavior of local undergraduate colleges and universities, and to guarantee the behavior through the construction of system system, which is conducive to the successful transformation of local undergraduate colleges and universities. As an important part of higher education, local undergraduate colleges will also play an important role in this transformation. That is, local undergraduate colleges must design courses based on the positions and professional needs of industry companies in the market. And distinguish it from colleges and research universities, and design a curriculum that is consistent with the application-based undergraduate characteristics. The transformation and upgrading of the economic growth mode requires a large number of high-level production, management and service talents. Because cultural traditions are “living” cultures, the scope and depth of their influence are far-reaching.

Ideas determine the direction of action. Therefore, the questionnaire conducted a preliminary investigation of the transformation concept of local undergraduate colleges. The results show that the status quo of the transformation concept is worrying. As shown in Table 1.

Table 1 Statistics on the Difficulties of Transforming Local Undergraduate Colleges into Applied Technology-based Colleges

Items	Yes	No
Is the target orientation of the transformation of your university an application-oriented undergraduate college?	87.5%	12.5%
Do you think that local undergraduate colleges and universities should take the training of applied talents as their goal?	68.6%	31.4%
Do you think that the lagging concept of transformation and the outdated concept are the bottlenecks restricting the transformation of local undergraduate colleges to applied technology universities?	54.3%	45.7%

Local undergraduate colleges in China started late, only a development history of more than ten years. However, "cultural tradition has the most profound influence on the orientation of local undergraduate colleges." In the past ten years, the level of popularization of higher education in China has been greatly improved. Colleges and universities have become the backbone of China's basic research and the force of applied research and technology development. The large number of talents trained since the popularization of higher education has adjusted the talent structure of China. However, the current local undergraduate colleges are not clear about the employment needs of

industry enterprises. They cannot design courses according to the needs of industry enterprises. The curriculum standards, curriculum styles and characteristics are not clear, which makes the curriculum reform of local undergraduate colleges in trouble. If local undergraduate colleges want to survive and develop, they must adapt to the current situation, find the direction of reform, and carry out transformation and development. Therefore, how to guide the transformation and development of local undergraduate colleges and universities is particularly important. It can be seen that the government hopes to guide the newly-built undergraduate colleges to realize transformation and development and truly run their own characteristics by drawing lessons from the experience of European universities of Applied Science and technology and from the policy level of connotation construction of universities. In order to meet the urgent needs of economic and social development and industrial restructuring for high-quality applied technical personnel.

China's economic development started late, and the call for applied talents was later than that of western developed countries. Since then, research on Undergraduate Colleges and universities has been constantly emerging. On China KnowledgeNet, articles on the subject of "undergraduate colleges and universities" have been published annually as shown in Figure 1.

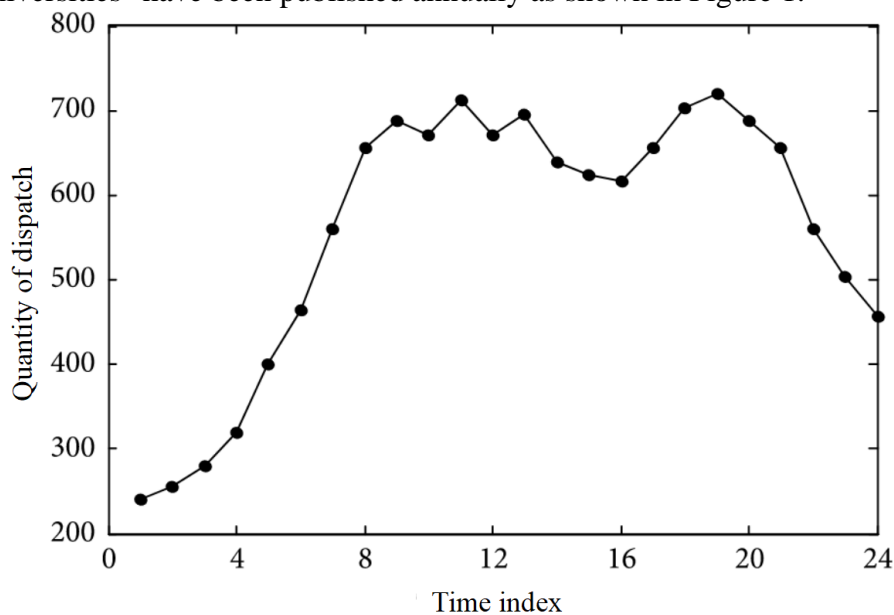


Fig.1. Statistics on the Annual Number of Papers Published by "Undergraduate Colleges and Universities"

3. Result Analysis and Discussion

With the deepening of the popularization of higher education, the social demand for talents is increasingly diversified, and the functions of local undergraduate colleges are increasingly divided. In contrast, Chinese colleges and universities, especially undergraduate ones, once fell into the dilemma of "homogenization" development. If this situation cannot be improved, it will only be empty talk to establish a modern vocational education system with Chinese characteristics and world level. The increasing number of College graduates, the slowdown of economic growth, the adjustment of industrial structure and the structural contradiction of employment cause the employment situation of college graduates to become increasingly complex and severe. That is to say, the development of local undergraduate colleges is locked in the original path, forming a path dependence, hindering the promotion of transformation and development work, and has aroused widespread concern of the media, scholars and the government. Cultural tradition is the core spirit of all kinds of cultures that run through all historical stages of the nation. It is a spiritual legacy that the nation has accumulated in its long-term social life. It is the spiritual embodiment of the unique way of thinking of the nation and the spiritual appeal of freedom. It is "formed, accumulated and passed down under the influence of specific natural environment, economic form, political structure and ideology. It is still affecting the 'live' ancient Chinese culture of contemporary culture".

Undergraduate colleges gradually occupy one-third of the ordinary undergraduate colleges in China (see Figure 2), and undertake the corresponding tasks of personnel training and social services in the process of popularization of higher education in China.

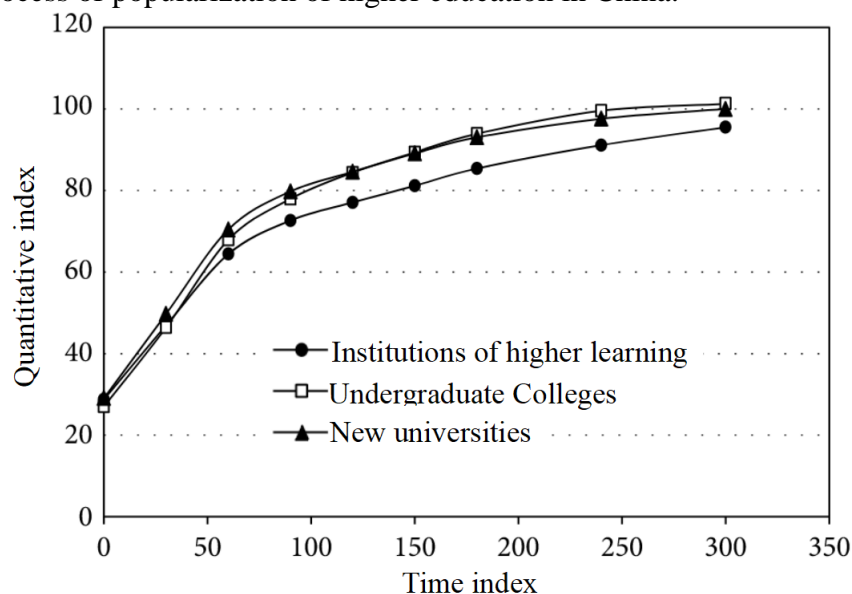


Fig.2. List of the Number of Higher Education Institutions in China

Generally speaking, local undergraduate colleges and universities refer to the deepening of higher education management system reform and the promotion of higher education popularization process. The undergraduate-level colleges and universities have been set up by means of merging and upgrading, transformation and upgrading, private upgrading and independent capital construction. Since 2000, a number of undergraduate colleges and universities have been set up in China. According to the number of schools and the scale of training talents, newly-built undergraduate colleges and universities account for about one third of the total scale of higher undergraduate education. Although the state and the government are paying more and more attention to the development of Vocational education, they are not optimistic about the development of Higher Vocational colleges, which determines that the development of applied undergraduate education is imminent. However, people pay more attention to solving the dilemma on the surface, ignoring the importance attached to the historical evolution of local undergraduate colleges, and it is prone to the consequences of palliative and incomplete reforms. In short, cultural traditions control people's emotional bursts, influence people's aesthetic tastes, stipulate people's value orientation, deeply rooted in people's consciousness and subconsciousness, and have an important impact on people's life philosophy and behavior habits. . It is based on this cultural and traditional background that many local undergraduate colleges have experienced cognitive role conflicts and behavioral dislocations.

4. Conclusion

The existing researches on the transformation and development of local undergraduate colleges mainly focus on the reasons of transformational development, the constraints of transformational development and the countermeasures of transformation and development. The analysis of these aspects of existing research results is still in place. The development of local undergraduate colleges is inseparable from the local financial support and support. However, if we only follow the traditional thinking path characteristics of “wait, rely on, and want”, we hope that the special treatment of the government will restrict the pace of transformation and development. According to the analysis of path dependence theory, influenced by interest factors, complementary systems and informal rules, local undergraduate colleges fall into serious path dependence during the process of transformation and development. Even if local undergraduate colleges and universities are aware of the problems arising from their own development, it is difficult to solve them thoroughly through

the reform, thus falling into the path lock-in state of ineffective reform. The transformation of local undergraduate colleges into applied technology-oriented ones is an urgent need for China's economic and social development, an inevitable result of optimizing the structure of higher education in China, and an important way for the reform and development of local undergraduate colleges. Through the in-depth study of this issue, its research results can provide theoretical and methodological guidance for the transformation and development problems faced by local undergraduate colleges. It is conducive to breaking the plight of stakeholders' transformation behavior in local undergraduate colleges and universities, and promoting the successful transformation of colleges and universities.

References

- [1] Gao J Z, Zhao J H. Local Universities and Colleges of Undergraduate Course Civil Engineering Specialty in Engineering Geological Practice Problems Probing [J]. *Applied Mechanics and Materials*, 2014, 584-586:2707-2711.
- [2] Lindquist C H, Barrick K, Krebs C, et al. The Context and Consequences of Sexual Assault Among Undergraduate Women at Historically Black Colleges and Universities (HBCUs) [J]. *Journal of Interpersonal Violence*, 2013, 28(12):2437-2461.
- [3] Li-Xin S, Hai-Bo W, Yue-Da W U, et al. Analysis of Local Medical Colleges Scientific Research Ability of Undergraduate Education Under the Background of Modernization[J]. *Logistics Engineering & Management*, 2014, 27(2):281-282.
- [4] Zhang L, Sun J, Zhou Y, et al. A general synthesis approach in action: preparation and characterization of polyoxomolybdenum (VI) organophosphonates through oxidative Mo–Mo bond cleavage in {MoV₂O₄} [J]. *Journal of Baicheng Normal University*, 2016, 14(14):4826-4833.
- [5] Yyufeng P. Study on long-term mechanism of serving the new rural construction by local undergraduate universities [J]. *Acta Agriculturae Zhejiangensis*, 2013, 25(2):0-391.
- [6] Luo J, Jamieson-Drake D. Predictors of Study Abroad Intent, Participation, and College Outcomes [J]. *Research in Higher Education*, 2015, 56(1):29-56.
- [7] Barrick K, Krebs C P, Lindquist C H. Intimate Partner Violence Victimization Among Undergraduate Women at Historically Black Colleges and Universities (HBCUs) [J]. *Violence Against Women*, 2013, 19(8):1014-33.
- [8] Lindquist C H, Crosby C M, Barrick K, et al. Disclosure of sexual assault experiences among undergraduate women at historically black colleges and universities (HBCUs) [J]. *Journal of American College Health*, 2016:1-12.
- [9] Lyken-Segosebe D E, Braxton J M, Hutchens M K, et al. Codes of Conduct for Undergraduate Teaching in Four Types of Colleges and Universities [J]. *Innovative Higher Education*, 2018:1-14.
- [10] Bei Z, Zhiping H. An Empirical Research on Satisfaction and Loyalty of Undergraduate Teaching Quality in Colleges and Universities [J]. *Research in Educational Development*, 2013:751-754.