

Received: 17 Apr. 2020 | Revised: 27 Apr. 2020 | Accepted: 6 May. 2020 | Published online: 21 Jun. 2020

Contemporary Education and Teaching Research
2020, Volume.1(1)43-49
DOI: [10.47852/bonview/CETR2020010108](https://doi.org/10.47852/bonview/CETR2020010108)



RESEARCH ARTICLE

Research on Construction of Practical Teaching Model of Applied Undergraduate Education

Zhuang Jinliang^{1,*}

¹*Xichang College, Xichang, Sichuan, 615000*

Abstract: With the continuous development of China's society and economy, China's education has also begun to move towards the process of modernization, especially in recent years, China's higher education has shown a leapfrog development. And in the process of development has gradually formed the application-oriented orientation and transformation of the development model. At present, our country is at the turning point of international development, so the demand for applied talents has increased, so how to effectively train applied talents in the process of educational development has become a problem faced by colleges and universities. So this paper discusses how to train applied talents efficiently under the background of current internationalization development, and also expounds the safeguard measures of applied undergraduate education, hoping to provide help for colleges and universities.

Keywords: applied talents; curriculum system; practical ability; training strategies

In the process of deepening the reform of education, applied undergraduate education has become an important work in the modernization development of colleges and universities. The purpose of this educational method is to improve students' professional ability through demand-oriented discipline-based education. And then in the process of education and teaching to cultivate professional applied talents. In the process of teaching, teachers should not only carry out teaching work through the theory of teaching materials, but also fully integrate practical teaching into daily professional learning, so as to ensure that students can learn to use in course learning. And then effectively improve the students'

Corresponding Author: Zhuang Jinliang, Xichang College, Xichang. Email: 991080660@qq.com

©The Author(s) 2022. Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by/4.0/>).

comprehensive ability and professional application ability. Therefore, whether this teaching method can be carried out effectively is related to the students' career, but also to whether the education cause of our country can move towards the process of modernization and development, and then to transport a large number of applied talents ^[1] with excellent comprehensive ability for the country.

I. Practical Teaching Models of Applied Undergraduate Students at Home and abroad

Development of education is not only an important issue of concern to our country, but also important for some western countries. Therefore, many western countries have applied the applied undergraduate practical teaching model early in the process of development. Among them, the most representative is Germany's "FH enterprise-led" practical teaching model. This teaching mode is mainly to help the development of colleges and universities through enterprises, to integrate the development direction of enterprises into teaching, to ensure that the development of colleges and universities can synchronize with the development of enterprises, and then to implement practical teaching in every teaching link. At the same time, Canada's "CBE competency-based curriculum development" practical teaching model is also very significant, this teaching model through the cultivation of students' core literacy, and then ensure that students can meet the requirements of the post, This practical teaching model is a popular practice teaching method in the world. There is also the "Industrial training Center" practical teaching model in Hong Kong, China. This practical teaching model is to provide students with a fully practical training environment to ensure that students can fully understand the work content in the process of learning. At the same time correctly learn relevant professional knowledge. In a word, the teaching purpose of the above practical teaching models is the same, that is, to improve students' professional accomplishment through practical teaching, to improve students' professional application ability, and to point out the way of development for schools by means of cooperation between schools and enterprises. Therefore, in the course of development in recent years, our country has applied the applied undergraduate education model, but after all, the practical teaching in our country started late, and under the influence of the traditional educational concept, the concept of running a school is not well understood. Even some colleges and universities have lagged behind in teaching theory research. The problem. In practical teaching, colleges and universities in our country still attach too much importance to theoretical teaching, which makes practical teaching become furnishings, and students' comprehensive ability can not be effectively improved, which seriously limits the development of practical teaching of applied undergraduate education in our country.

II. Current Situation of Practical Teaching in Applied Undergraduate Education in China

(1) The importance of practical teaching has not received due attention

In the process of the development of education, the orientation of higher education in our country is still in the traditional concept. Many colleges and universities still regard teaching work as training management talents in teaching. This leads to many teachers still using theoretical teaching to train students. Although some colleges and universities are carrying out practical teaching construction in the course of development in recent years, and the teaching construction work has also been well reflected, but because of the influence of traditional teaching concepts, practical teaching has not played its due role. Practical teaching has become an auxiliary tool of theoretical teaching, resulting in students' professional theory and professional ability. Therefore, in the process of in-depth analysis, we can understand that colleges and universities in our country still lack the ability to transform theoretical knowledge in carrying out practical teaching, which makes practical teaching appear the problem of poor efficiency. And then seriously affect the modernization of colleges and universities, but also affect the efficiency of the cultivation of applied talents.

(2) The construction of practical teaching lags behind seriously

In the process of establishing practical teaching, colleges and universities should increase their investment in manpower, material resources and financial resources, and then establish perfect training sites through a large amount of investment, at the same time, improve the teaching level of professional teachers, and ensure that practical teaching can be carried out effectively under the systematic planning. However, in the process of practical construction, colleges and universities have not invested corresponding material and financial resources in the construction of practical teaching for various reasons, which makes practical teaching become furnishings and neglects the practical application value of practical teaching. As a result, students can not improve their professional ability and accomplishment through practical teaching, which limits the modernization of practical teaching Exhibition.

(3) There are defects in the quality control of practical teaching

It is very important to cooperate with school and enterprise in the process of carrying out practical teaching, and students can also effectively improve their professional ability by going to enterprises for practice. However, in the process of the development of colleges and universities in China, the cooperation between schools and enterprises has not been paid attention to. Many students will leave their jobs in advance after going to the enterprise internship, and the enterprises have not transmitted the information of students leaving their jobs to the school. It will not only affect the cultivation of students' comprehensive ability, but also hinder the development of colleges and universities. Therefore, in the process of carrying out practical teaching, colleges and universities should perfect the

quality monitoring system of practical teaching.

III. Construction of Practical Teaching System for Applied Undergraduate Education

(1) Target orientation of applied undergraduate talents training With the deepening of education in China, applied undergraduate education has become a new teaching concept in the process of development of colleges and universities in China, and this educational model is an upgraded version of traditional research undergraduate education. The teaching mode of applied undergraduate education can effectively improve the efficiency of modernization development of colleges and universities in China, and at the same time, it can ensure that students can meet the needs of economic structure adjustment in China. Therefore, the purpose of this teaching is to train students into applied and managerial talents who can adapt to all kinds of social work quickly. The talent orientation of this teaching mode is to train technical applied talents under the background of social development. Meet the needs of economic and social development in the process of technology application talent training, and then train students into practical talents with excellent comprehensive ability of construction, management and service.

(2) Improving the Training Specifications for Personnel in Applied Undergraduate Colleges

Under the background of current social development, applied undergraduate talents should make common progress in knowledge, ability and quality, and become compound talents with the dual abilities of research talents and professional talents. Students should not only master solid theoretical foundation in the process of learning, but also have the characteristics of professional talents. Therefore, in the process of cultivating applied talents, colleges and universities should show the characteristics of undergraduate education, and then effectively improve the students' basic ability of professional theoretical knowledge. At the same time, the applied education should be integrated into the actual teaching, and the practical teaching should be carried out through the guidance of theoretical knowledge, so as to ensure that students can have a solid ability to apply professional skills in the course of course learning.

(3) To clarify the characteristics of the talent source in applied undergraduate colleges

In the process of constructing practical teaching mode of applied undergraduate education, colleges and universities should carry out various work according to the characteristics of students. Under the background of the expanding audience of higher education, many students have strong learning goals in the course of curriculum learning. About 1/3 students have very clear learning goals

in curriculum learning, and students are constantly working towards them in the process of curriculum learning. But about 1/4 of the students do not have curriculum learning goals, many students often do not care in the process of learning, and there are some problems in the learning ability of such students. As a result, these students with poor learning ability have insufficient professional basic ability, and even students' learning ability can not meet the requirements of professional learning. Colleges and universities should analyze the characteristics of students and delete some knowledge points with less relevance to the curriculum to provide more efficient curriculum learning environment ^[3]. Especially for some logical knowledge points, it is necessary to optimize them in the course of curriculum design, highlight the important position of students in curriculum teaching, guide students to attach importance to curriculum learning, and then establish a perfect practical teaching model.

(4) Module on innovative professional courses

In the process of establishing the practical teaching mode, colleges and universities must attach importance to the construction of the professional curriculum module. The main purpose of the professional curriculum teaching is to improve the students' theoretical knowledge base, and to cultivate and promote the students' professional accomplishment. And then improve the students' professional knowledge and professional ability. Then in the course of professional curriculum module construction, compulsory courses and elective courses should be clearly set up to avoid a large number of verification and demonstration problems in the teaching process, and the practical teaching of curriculum projects should be used to replace the traditional course verification links. Then the importance of professional knowledge is displayed in teaching, and the tedious argumentation and derivation in professional course teaching is reduced to ensure that students can firmly grasp what they have learned in the course of course learning, and at the same time improve their professional ability. Further promote the innovation of professional curriculum modules.

(5) Innovative integrated curriculum modules

The comprehensive curriculum module has an important influence on the development of practical teaching of applied undergraduate education. The comprehensive curriculum module can not only solve the problems of students, but also improve the students' professional ability effectively. Students can quickly find problems in the course of learning, and constantly improve their professional literacy in the process of learning. Then the comprehensive curriculum module under the background of practical teaching should be aimed at improving students' application ability and innovation practice ability, and the direction of module innovation should be aimed at students' graduation thesis, professional social

practice and so on.

IV. Safeguards

(1) Strengthening system building, reflecting policy guidance, and speeding up the construction and utilization of teaching resources inside and outside schools

In the process of development, colleges and universities must improve the teaching level of professional teachers' teams, and at the same time attract higher-level professional teachers to practical teaching work. And use various policies and systems to promote teachers to actively carry out practical teaching guidance work. Furthermore, through a more professional teaching system to carry out more efficient practical teaching, to ensure that the value of excellent teachers can be displayed in practical teaching, and to further promote the efficiency and quality ^[4] of teaching resources construction in colleges and universities.

(2) Strengthening the construction of practical links inside and outside schools

In the process of carrying out the practical teaching of applied undergraduate education, colleges and universities must do a good job in the overall planning of their colleges and universities, and then improve the rate of use of the training room and the training base in the colleges and universities. At the same time, colleges and universities should deepen the cooperation between schools and enterprises, and transform the important work links in the actual work of enterprises into practical teaching resources in schools, and strengthen students' professional ability through the promotion of practical teaching resources. Finally, we should make use of the advantages of colleges and universities to expand the cooperation with enterprises, and establish the corresponding practical teaching platform, so that students can really meet the actual needs of enterprises in the process of practical learning, and then become applied talents.

(3) using holidays to deepen practical teaching

Many students choose to work during the holidays, but most students are always unable to find the desired job for various reasons. Even if students find holiday jobs, they are basically the service industry. Students will have doubts about their major and think that their major can not support future life. Therefore, colleges and universities can make use of the influence of school-enterprise cooperation in the process of practical teaching to provide students with extracurricular practical posts for enterprise holidays, so that students can have a deeper understanding of their major during the holidays. At the same time, they can master their professional ability and further improve their comprehensive ability to a certain extent Also carried on the deepening ^[5] to the practice teaching work in the university.

V. Conclusion

Through the above summary, we can see what problems exist in the process of practical teaching of applied undergraduate education in colleges and universities in our country under the background of the rapid development of education at present. At the same time, we can also understand the practical teaching of applied undergraduate education for students and colleges. In the process of development, colleges and universities should construct a perfect educational system, and at the same time follow the guidance of social development to carry out educational and teaching reform to ensure that students can firmly grasp the theoretical knowledge of their major in the course of curriculum study. At the same time, improve students' professional accomplishment and professional ability.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- [1] Zhao Yinghui, Zhao Yongqiang, Zhang Dongkai. A Thinking and Exploration on the Construction of "Progressive" Practical Teaching Model of Mathematics Specialty in Applied undergraduate Colleges and Universities [J]. Curriculum Education Research ,2019(4):40-40.
- [2] Liang Guanghua. A Study on the Model of Practical Education in Cooperation with Schools and Enterprises of Applied Undergraduate Colleges and Universities [J]. Education Watch (first half),2018,7(2):54-55 +130.
- [3] Li Hong, Bi Hongli. Study on the Practice Teaching Model of Applied Undergraduate Colleges with Ability Education CBE as the Core [J].; and Intelligence ,2019(5):57-57.
- [4] Fu Baixue, Ji Shue, Yu Chunpeng. Construction of Practical Teaching System for Applied Undergraduate Colleges and Universities J].[5][5] Heilongjiang Education: higher Education Research and Evaluation 1260(10):41-43.
- [5] Ye Yuan. Application of the Practical Teaching "practical teaching mode in applied undergraduate colleges and universities under the background of J]. education Science and Technology Economic Guide ,2019,27(15):162-163.