

On Constructing the Professional Ability of Local Universities

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Keywords: Applied Type, Professional Competence, Modules, Course Access Mechanism

Abstract: In order to improve the quality of personnel training in local colleges and universities, we have carried out special research on some newly upgraded colleges and universities. After induction and analysis, it is concluded that in order to implement high-quality development in local colleges and universities, we must first solve the fundamental problem of students' professional ability construction. We must take the ability as the center, construct the curriculum group and realize the modular teaching; In order to reform the learning evaluation system, skill appraisal should be used instead of paper examination; So as to improve the competitiveness of talents and achieve sound and rapid development.

1. Introduction

Regional universities have undergone two major stages of scale expansion and connotative development, especially after successfully passing the assessment of undergraduate teaching by the Ministry of Education, and have adopted the construction of regional universities of high level of application as one of the strategies for the misaligned transformation and development with traditional universities (i.e. "985" and "211" universities) [1]. The teaching mode has gradually completed the transition from "knowledge initiation" to "capacity training", and the professional competence training of students has become the main theme of talent training in regional universities [2].

Traditional majors in regional colleges and universities, most of which are basic disciplines with a long history and emphasize on the teaching of knowledge and theoretical learning, has formed a specific philosophy of education [3]. Compared with the new science and technology majors, there is big gap between them whether in the professional- filling rate, new students' checking in rate, or employment match rate, so the traditional majors have faced unprecedented challenges.

Therefore, if traditional majors inherits the philosophy of education under long-term accumulation and find their own positioning in the transformation and development of education, they inevitably carry out an all-round revolution and change to application-oriented. To accomplish this transformation, two orientations must be identified: first, the professional competency orientation, i.e. one is core competencies which distinguished from other specialties; the other is what necessary courses set up in order to elevate professional competencies [4].

2. Factors Perplexing the Construction of Professional Competence

2.1. Existing Assessment Systems Affect Professional Capacity Construction

According to the current university system in China, a student can't graduate and obtain a degree until he or she has completed the regulated credits in the talent training program and reached the average grade point [5]. In other words, the main evaluation criterion for student learning is the student's course performance, rather than whether the student has the professional ability or qualification of the profession, which is the root cause of the phenomenon focusing on the "teaching of knowledge" to students and neglecting students' ability development. Under this evaluation mechanism of learning, the teacher's evaluating of students can be only based on the students' performance in the course; the teachers' evaluation of students can only be based on whether or not the teacher is knowledgeable, whether or not the teacher can use multimedia tools to teach, and whether or not the content of the lesson is excellent, and so on. More frequently, the students' evaluation of a teacher according to their personal preferences, which is neither objective nor comprehensive. Under this evaluation system, it is very difficult to elevate the ability development of students only relying on teachers to carry out classroom teaching reform. Undoubtedly the result is that teachers still dominate the classroom, and cramming education is inevitable [6].

2.2. Broad Definition of Major Affects the Construction of Professional Competence

The battle between disciplines and professions has a long history of disagreement. Just as some experts say, some professions are treated as secondary disciplines, while others neglect the disciplinary support in the process of major-constructing [7]. Taking the "Chinese Language and Literature" course as an example, "Chinese Language and Literature" as a major name has its own problem which is too broad and lacks professional attributes. Is "Chinese language and literature" grammatically structured as a joint relationship, or a partial relationship? Is it "Chinese language + Chinese literature" or "literature in Chinese language"? Moreover, if it is a joint relationship, the "Chinese language" spans too wide, which covers ancient Chinese and modern Chinese. If it refers to "Han literature", it spans thousands of years from the pre-Qin to the Yuan, Ming and Qing dynasties. What's more, if it is defined as "Chinese literature", should foreign literature be studied? As we know, literary styles involves poetry, prose, drama and fiction, but which is the dominant one? The name of profession is defined so broadly that it leads to the dilemma of professional competence -generalizing.

2.3. The Limited Nature of Profession Competence Cultivation and the Infinite Demand of Society for Students' Abilities Affect Major Capacity Construction.

Realistically, most universities have a practice of "one specialty, many abilities" [8], which seems to resolve the contradiction between the finite nature of professional competence development and the infinite nature of social needs, but in practice it is impossible to achieve. Emphasis on "multi-talented" is negation of the core competencies of the major, in addition, there is a gap between "halfway" and "specialization", which not only does not bring convenience to students' employment, even if students can be employed in the industries involved in these directional modules, it is still "half a bucket of water", which limits students' future development and lacks momentum [9]. Therefore, in refining professional competence, "leniency" is a mistake. Over-emphasis on major individuality makes it difficult to guarantee the employment of students; over-emphasis on the wide applicability of the major, professional individuality cannot be reflected [10].

2.4. Faculty Influences Professional Capacity Construction

As we all know, the traditional major education has a long history, the teachers are mainly academic, and the current situation of emphasis on scientific research and despising teaching and practice has not been fundamentally improved. These University teachers who graduated and are employed in colleges and universities have high academic degree. They are good at scientific research, but difficult to adapt to the needs of students' application ability training. The teachers with dual-ability have become the focus of teacher team construction in local colleges and universities [11]. However, most of teacher team construction emphasize quantity rather than quality. Meanwhile, there is no good all-round assessment and supervision mechanism to the "dual-competence" teachers, the result is to change the soup rather than the medicine [12].

2.5. Lack of Self-Confidence and Ownership in Local Colleges and Universities Affects Professional Capacity Construction

Traditional majors with long history have thick academic accumulation and wide distribution of professional points, nowadays there are diverse types of colleges and universities, which employ a large number of well-known experts and scholars, but they have to face the problems of the construction of its profession ability which are controversial. For a long time, local colleges and universities have been following the same trend in terms of professional construction, lacking both self-confidence and leadership, and therefore lacking in the generalization and refinement of professional abilities, it is difficult to break the barriers formed over the past decades, and the formulation of talent training programs and the construction of professional abilities can only be based on the existing stereotypical "consensus" to carry out an involuntary "public turn" [13].

3. Professional Competency Construction Strategies

3.1. Professional Competence is Constructed with Respect for Professional Individuality

Professional competence is constructed with respect for professional individuality and with distinctive features which distinguish it from other related professions. What is called professional individuality can also be called professional features. For example, the individuality of the major "Chinese language and literature" should include the following: the ability to express and socialize on the basis of solid linguistic and writing skills; and the ability to use the Internet+ to carry on cultural transmission and innovation [14].

3.2. Building Professional Competence Should Keep Pace with the Times and be Down –to –Earth

From the point of view of the "Chinese Language and Literature" major itself, the summarizing of professional ability ought to focus on the study of the situation and down -to -earth. Huangshan College is located in the hinterland of Huizhou culture, so it is necessary to conduct in-depth research and study on local culture and provide more suggestions for local social and economic development. With the advent of the "creator" era, our students should be able to create, plan, form specific cultural products and promote the development of local economy on the basis of a certain understanding of emblem culture.

3.3. Modularization for Major Competence Construction

In the construction of major competence, the professional personality or professional characteristics should be made concrete, i.e., modularized. We can divide major competence into individual modules, then lay the foundation for building course groups later. For example, in the Chinese Language and Literature major, two core competencies mentioned above: the ability to express and socialize which are based on a solid foundation of language and writing skills and the ability to use the Internet+ for cultural transmission and innovation by mastering practical computer technology. Now all we have to do is flesh out these two competencies into several modules. For example, we can build modules on basic skills, expression, communication, information network technology, cultural and creative heritage and innovation.

3.4. Integrated Curriculum Combined with Competency Modules

When the sub-modules of professional competence are defined, the corresponding course should be combined. The construction of the curriculum system must be structured around sub-modules of professional competence, and any course of the competence module must be fully justified and the place and role of the course in that module must be clarified. Those who are fit to live, those who are not fit to go. This is the principle of access to courses, which must not be based on individuals.

3.5. Reforming the Existing Appraisal System to Ensure That Achieving of Professional Competencies

Much remains to be done to ensure that professional competencies are realized, but feedback from various sources indicates that changes to the current system of appraisal and evaluation are imperative. For students, professional competency appraisal should take the place of evaluation and examinations. That is, instead of dwelling on the final assessment of each course, the competency is identified for each competency module. A pass in all competency appraisals indicates the formation of professional competence to graduate and apply for a degree. Only in this way will it be possible to ensure that professional competence building is put into practice.

Therefore, the construction of professional application ability in local traditional colleges and universities is a systematic problem. It is composed of six major systems including target system, ability system, curriculum system, education system, assessment system and feedback system. Determine the target system according to market demand and local social and economic development. Set up professional ability modules according to the target system. According to the ability module, according to the principle of curriculum access, it is refined into various organic curriculum systems. The curriculum system constitutes a talent training program, and the purpose of capacity development is achieved through the education system. By reforming the traditional assessment system and replacing the traditional examination methods such as traditional examinations with vocational ability assessments, the vocational ability assessments are performed on students, and the status of the ability assessments is fed back in time to adjust the target system accordingly. In this way, the six systems form a closed loop, and each system has a virtuous circular relationship of interdependence and mutual restriction. As shown in Figure 1.

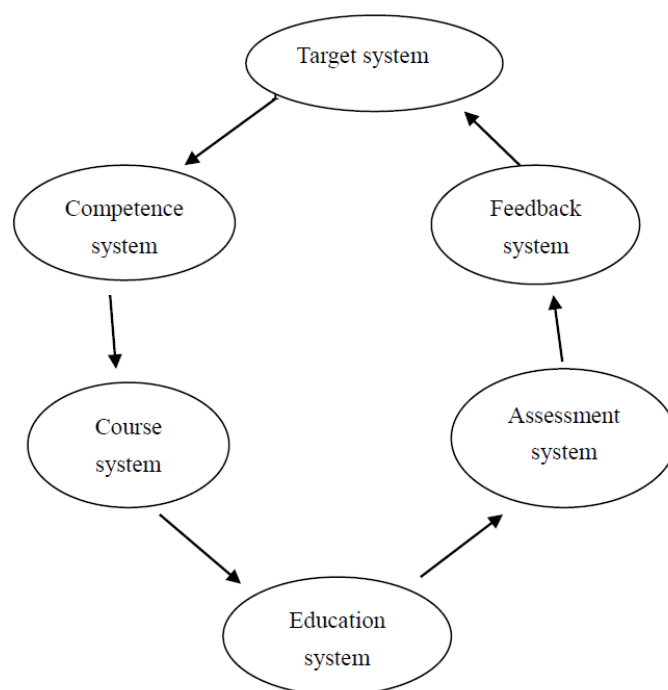


Figure 1: Professional ability construction model diagram

4. Conclusion

In order to realize the transformation and development of traditional majors in local colleges and universities and the construction of a high level of local applied universities, it is necessary to solve the five factors that perplexed the construction of professional capacity. We should condense professional characteristics, focus on integration with the local area, grounding gas and clarify the composition of professional capacity modules, using each module as a unit to form a curriculum cluster, in addition, we should focus on the reform of the learning and evaluation system, and ensure that professional capacity cultivation is in place.

Acknowledgments

This work was supported by the [Anhui Provincial Teaching and Research Project] "Cultivation and Practice of Innovative Entrepreneurial Ability of Chinese Language and Literature Students in Local Applied Universities" (2014JYXM352).

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