

Research on the Construction of Off-campus Teaching Practice Base for the Cultivation of Applied Talents

Cai Kaiwu^a, Zhan Liuchun^{b,*}

Huali College Guangdong University of Technology, Gongdong Guangzhou, 511325, China.

^a email:171121932@qq.com

^b*corresponding author:619345703@qq.com

Keywords: University Professional Development; Applied talents; Campus teaching base; Practice base construction

Abstract: As an important part of the teaching work of colleges and universities, the practice teaching base is an important place to effectively ensure the implementation of the practice teaching link, and it is also an important base for training practical application talents. In accordance with the needs of local independent colleges for professional transformation and development, in accordance with the training goals of professional talents, the practice teaching system was constructed, the practice base teaching plan was revised, and measures to adapt to the school's transformation and development and strengthen the construction of practice teaching bases were discussed. The aim is to strengthen the construction of practical teaching bases, increase the intensity of practical teaching, and cultivate applied technical talents that meet the needs of society.

1. Introduction

After nearly 20 years of development, the professional development of universities has gradually transitioned from an extensional development characterized by quantity and scale to an intensive development track centered on quality characteristics. Most colleges closely follow the positioning of application-oriented talent cultivation, continuously improve the quality of talent cultivation, and cultivate a large number of outstanding senior professionals for national, social, and regional economic and social development. However, many problems need to be solved in the process of application-oriented talent cultivation.

Practical teaching is the key to obtaining practical and innovative abilities of civil engineering students, and it is also the weak link in the current higher civil engineering education in China. At home and abroad, universities attach great importance to the integration with the industry. At the same time, they have made quite useful explorations in the practice teaching system setting, the practice teaching goal setting, the practice teaching content design, and the practice teaching management. Civil engineering universities in China. Based on this, the paper conducts related research on the construction of campus teaching practice bases for the professional development of universities.

2. The main problems in the application of professional development in university professional development

2.1 Positioning of Talent Training

Most university professional development positions talent training as application-oriented, but there are problems such as unclear connotation and positioning convergence, blurring, and distortion. Many universities' professional development lacks in-depth understanding and research on the mode, quality standards, and improvement measures of applied talent training, which has led to a disconnect between the theory and practice of talent training positioning, training programs, curriculum systems,

teaching systems, teachers, teaching methods, The textbook and other aspects and details cannot reflect the characteristics of application.

2.2 The question of talent training mode

At present, many universities' professional development mirrors the talent training model of public schools, not focusing on the application of majors; overemphasizing the organization and management of the teaching process, and neglecting the subjective and active role of students in the teaching process; While ignoring the cultivation of students' innovative ability; over-emphasis on classroom system teaching, neglecting the practical ability and the tendency of students to cultivate their practical ability. [1] Therefore, the university's professional development talent training model is single, lagging, and does not match its own development positioning, and cannot meet the needs of applied talent training.

2.3 The problem of talent training system

The talent training system should include a positioning target system, an implementation system, and a guarantee system. However, the construction of professional development personnel training systems in some universities is loose, messy, lacks a systematic and targeted overall development plan, and the top-level system design is incomplete. The overall performance is "headache, headache pain, foot pain, foot pain", especially in the professional construction, curriculum system construction and teaching system construction, there are major problems. In addition, the university's professional development talent training system is relatively closed, lacking in-depth school-enterprise cooperation and integration of production, teaching, and research, and it is difficult to achieve true applied talent training.

2.4 The quality and characteristics of talent training

The quality of overall talent development for professional development in most universities is not high, and features are not obvious. Many universities continue to use the parent university's talent training model and training quality standards. The talent evaluation method is single and lagging. The internal quality assurance system cannot match the application of talent training, resulting in the stagnant quality of talent training and inability to adapt to regional economic and social industries Transformation, upgrading and development. In addition, the university's professional development talent training lacks significant and outstanding characteristics, especially its professional characteristic development is not obvious, its internal professional setting and adjustment mechanism is not perfect, and it is still in a low-level state of imitating the mother body and homogeneous development.

3. The case study of the construction of a campus internship base with a civil engineering specialty

3.1 Guided by the construction of the legal system, building a base security system

The three major institutions—schools, enterprises, institutions, and governments—that need to be supported by civil engineering education personnel training facilities all need institutional support and policy incentives to maximize their functional effectiveness. For example, clarify the dominant position of enterprises and institutions in the construction of bases, and clearly express their functional effects. In fact, there are many regulations in China that describe the role of enterprises and institutions in the training of educational talents, affirming its dominant position, but they are only rough concepts and there are no specific detailed provisions. Therefore, the establishment of the Civil Engineering Education Promotion Law is of great significance. The law should first clarify the nature of participation of the three parties and their status and role in the construction of the base, and refine their responsibilities so that the three can better exert their functional advantages. Second, the law needs to emphasize the concept of synergy and clearly adopt cooperative practice teaching to carry

out practical internship activities. Because the subject and the object are unknown, enterprises and institutions have always defined themselves as auxiliary objects, so the participation is not high and the cooperation is not strong. Therefore, providing operational suggestions to participating organizations, including enterprises and institutions, in the form of laws and regulations, and urging all parties to cooperate in scientific research projects, personnel training, and other aspects have an important role in the scientific construction of personnel training bases. Third, establish and improve the base construction system and give play to the role of incentive mechanisms in human resources. Incentives can be divided into material incentives and spiritual incentives. On the material level, increase capital investment to cultivate policy guarantee bases to provide students with good internship conditions and practical resources, and arrange professional teachers to provide students with internship guidance throughout the process. At the same time, outstanding teachers, excellent students and excellent partners are awarded in varying amounts. From the spiritual level, affirm the practical role of talent training base, affirm the functions and functions of all parties involved in the construction of the base, and definitely guide the teachers' mood. Encourage outstanding teachers and students to provide suggestions and ways of speaking, and set up job levels within the base. You can get rewards and promotion through achievements and daily performance. In this way, departments, employees and students inside and outside the base will be in a state of active competition, and the goal of talent training is easier to achieve.

3.2 Government-led to improve the coordination and coordination of civil engineering education

3.2.1 Stimulate the motivation of the main body of enterprises and institutions

The most fundamental purpose for the establishment of a civil engineering training personnel training base is to train professional talents for civil engineering enterprises. Civil engineering enterprises are not only the main body for the use of specialized talents, but also the main body for the cultivation of specialized talents. For enterprises and institutions, continuous research and development of new products to maintain and enhance the competitiveness of enterprises and institutions is the survival and development of enterprises and institutions. The strength of the research and development capabilities of enterprises and institutions is also manifested in the integrity of internal scientific and technological resources, especially the adequacy of human resources. The professional advanced equipment and faculty of the civil engineering education cooperation personnel training base can not only become the technical advantages of civil engineering enterprises and use them, but also can use the equipment and financial advantages of enterprises and institutions to expand the funding sources and improve The internship conditions improve the quality of the practice of civil engineering students. Therefore, the establishment of the dominant position of enterprises and institutions in the personnel training base for civil engineering education cooperation can not only promote the technological innovation of enterprises and institutions, stimulate the internal development needs of enterprises and institutions, but also promote the development of the base in a diversified direction. Improving the quality of personnel training in cooperative training bases. As shown in Figure 1, it is a basic model for the construction of off-campus practice bases.

3.2.2 Strengthen the role of macro coordination and coordination of government departments

The coordination and coordination of government departments means that in the construction of civil engineering and education cooperation personnel training bases, through the government's concentration of various parties' advantages and diversified inputs, it provides guidance and assistance to scientific research and development and scientific and technological promotion of civil engineering and education cooperation personnel training bases. All departments work together to ensure the smooth development of all links. Because the construction of a civil engineering and education base is a highly systematic project involving many departments and a wide range, it poses a challenge to the government's macro-coordination. Therefore, in the construction of talent training

bases, it is necessary to strengthen government functions and encourage enterprises and institutions to actively participate in cooperation. According to the local civil engineering economy, industrial development, talent demand, etc., clarify the characteristics of regional development, determine the goal of base construction, make an overall layout for the construction of the talent cultivation base, and make the design of the talent cultivation base more regional and scientific. At the same time, government departments should actively assume the responsibility of systematic planning, set up a civil engineering and education cooperation personnel training base construction group composed of civil engineering department, education department, finance department and other departments, formulate corresponding management rules, clarify the division of labor among various departments, and ensure leadership. The guidance of the group is carried out at high speed and orderly. as the picture shows.

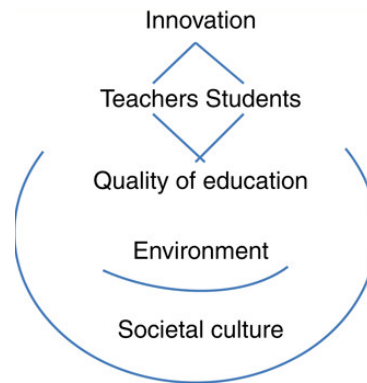


Figure 1 Teaching mode of off-school teaching bases in universities

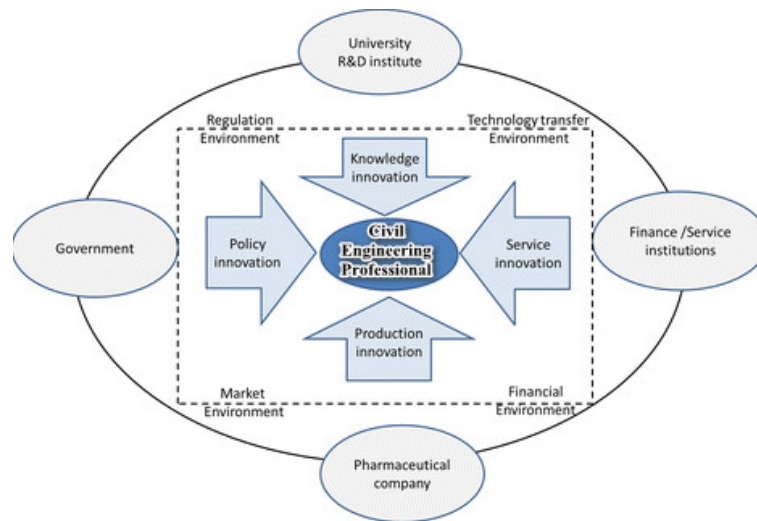


Figure 2 Schematic diagram of the talent training model for science and education cooperation in civil engineering colleges

3.3 The focus on mechanism construction and promote collaborative innovation of bases

3.3.1 Improve base management operation mechanism

Virtual management is a requirement of the network age. In an ideal state, it is not limited by time and space, and can cooperate at any time, so that the resources are optimally allocated and the best benefits are obtained. Under this mechanism, bases engaged in cooperative talent training often do not need to have all the technical and physical resources to complete internships, but relying on the technologies and knowledge platforms they master, they can gather multiple parties through resource sharing, resource reorganization, and resource databases. The ability to smoothly and excellently complete several times, dozens of times their own teaching tasks. Virtual management is a brand-new management concept. Based on the information network and comprehensive utilization of social

resources, participants can effectively integrate functions and resources. Establish an online dynamic teacher database to register and manage part-time teachers in real time. You can easily and quickly find the required type of teachers on the Internet, so that the teaching staff of the civil engineering education cooperation personnel training can better meet the needs of the base. In addition, the establishment of an online dynamic teacher database keeps the structure of the teaching staff relatively reasonable and optimal.

3.3.2 Establish a reasonable operating cost sharing mechanism

The first is a certain standard of subsidies for civil engineering students. Civil engineering students have a certain living allowance at the school, and the cooperation training base outside the school can refer to the working standards of the employees of the industrial system test station to subsidize the students. For example, Shenyang Engineering University's comprehensive training station for civil engineering and teaching talents, its comprehensive test station relies on the unit Tieling Institute of Civil Engineering Science to give students a one-time subsidy based on the quarter of the internship. Some relying units are enterprises, and their subsidy standards are higher. The second is to purchase and cultivate "results". After the above subsidy standards are determined, the state will need to provide certain subsidies. That is, through the cultivation of civil engineering teaching cooperation talents, civil engineering students can obtain various types of qualification certificates for cooperative training. The qualification certificates can be evaluated by third-party institutions, and the certificate can apply for the corresponding subsidy of the state. In this way, not only the enthusiasm of the cooperation base is mobilized, but also the openness of the training base is expanded, the development momentum of the base is stimulated, and the quality of talent training is improved. Government departments can also make a reasonable investment of government funds by purchasing results of cultivation.

3.3.3 Establish a dynamic monitoring and evaluation mechanism

Establishing a dynamic monitoring and evaluation mechanism is a very important part of practical teaching, and it is also an effective means to speed up the construction and development of the personnel training base for civil engineering education cooperation. The main content of the civil engineering training talent training base is two parts: practical teaching and internship. When conducting dynamic monitoring and quality assessment, we should also focus on these two aspects. Practical teaching should be linked to industry development, and cognition and production internships should be carried out simultaneously to create better internship opportunities for students. Students can better understand market needs and industry development through the conditions created by the base, so as to carry out purposes with Sexual learning and training effectively improve the comprehensive ability of students and make the practical teaching system gradually perfect. The main body of the dynamic monitoring and quality assessment of the civil engineering education personnel training base should be composed of four parts: civil engineering colleges, students, enterprises and institutions, and society. The perfect monitoring and evaluation body facilitates the timely discovery of problems in the construction, management and operation of the base, and simultaneously proposes countermeasures and suggestions to solve the problems to ensure the sustainable development of the base.

4. Conclusion

The state has promoted the transformation of qualified undergraduate colleges and universities into practical ones to meet the needs of national economic and social development. Attaching importance to and strengthening the construction of professional practice teaching bases is an important measure to promote the transformation and development of schools. Schools must adapt to the requirements of the socialist market economic system, fully contact and use social resources to accelerate the construction of off-campus practical teaching bases, actively carry out school-enterprise cooperation and construction, and formulate effective management systems and

guarantee measures for practical teaching bases. (Ministry) To reform the talent training model, arrange and implement the practice teaching plan of the practice teaching base, strengthen the communication and connection with the practice base, strengthen the practice teaching link, and strive to improve the students' practical ability and innovative spirit.

References

- [1] Lei, Y., Miao, H., Vittal, V., & Zhang, J. Stochastic optimization-based economic dispatch and interruptible load management with increased wind penetration. Vol.7(2017) No.2, p. 730-739.
- [2] Lee, M., Dong, J. S., Lee, J., Oh, I., Kim, S., & Kim, S., et al. Enhanced knee joint function due to accelerated rehabilitation exercise after anterior cruciate ligament reconstruction surgery in Korean male high school soccer players. Vol.12(2016) No.12, p. 29-36.
- [3] Ji-Liang Shiu, & Meng-Chi Tang. Household preferences and joint decisions on employer-provided health insurance access. Manchester School. Vol.84(2016) No.6, p. 723-748.
- [4] Bary Galeevich Ilyasov, Ilmira Baryievna Gerasimova, Anastasiya Gennadievna Karamzina, & Iuliia Rustamovna Suyargulova. A model of knowledge accumulation in the scientific school as a result of self-organization of information exchange process. Tr Spiiran. Vol.4(2016) No.47, p. 144-162.
- [5] Kate Quealy-Gainer. The great pet escape by Victoria Jamieson. Bulletin of the Center for Children's Books, Vol.7(2016) No.69, p. 357-358.
- [6] Hou, C., Wan, X., Huang, H., Kaiqiang, N. I., & Aeronautics, S. O. Fastener connection flexibility of multi-bolted joint of composite laminate. Vol.39(2018) No.3, p. 15-19.