

Study on the Curriculum Reform of Application Transformation and Development in Private Colleges and Universities

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Abstract: This paper takes the private colleges and universities as the research object, discusses the current development status and existing problems in the applied curriculum in private colleges and universities, and puts forward the strategy for the transformation and development of the applied curriculum in the private college and universities. It is important to improve the effectiveness of the applied curriculum in the private colleges and universities.

1. Introduction

Higher education plays an important basic, guiding, and overall role in economic and social development. The Party Central Committee leadership led by General Secretary Xi Jinping at the core of the 19th National Congress of the Communist Party of China emphasized the importance of higher education and the country's determination to develop higher education in the future [1]. General Secretary Xi Jinping believes that building a strong country in education It is a fundamental project for the great rejuvenation of the Chinese nation. Therefore, education must be given priority, the modernization of education must be accelerated, and the education that the people are satisfied with must be done. In recent years, with the implementation of the policy of enrollment expansion for college students, a series of private Universities have mushroomed [2]. Most of the privately-run Universities are higher vocational colleges. Their construction purposes and teaching goals focus on providing professional services for social and economic development. Skilled talents, in the current situation of higher education training and the demand for talents in social enterprises, have certain faults and disconnections [3]. Accelerating the transition from new private-owned universities to applied ones is to achieve higher education catch-up and promote the deep integration of education and industry. It is important to coordinate the advancement of the country's modern economic system, accelerating adjustments to the regional economic restructuring and upgrading of talent supply structure [4], and creating new civilian-run universities to strive for top-notch and enhance core competitiveness. significance.

2. The Necessity of Applied Curriculum Reform in Private Colleges and Universities

Private education is an important part of education. Promoting sustained and healthy development of private education concerns the modernization of education. Private universities are based on modern vocational education. Unlike non-profit colleges, their mission is to train technical engineers and high-quality laborers who adapt to the development of modern enterprises [5]. They don't pay attention to the teaching of theoretical courses and personnel training for scientific research. It is to shift the development goals to the cultivation of applied talents and focus on the creation of a series of applied courses to improve the professional skills and hands-on practice of college students from both theoretical and practical aspects. Curriculum reform is the core task in the construction of Universities. It is an important means for universities to constantly optimize their curriculum system, improve their teaching methods and content, and improve their teaching quality and teaching effectiveness. The teaching goal of private Universities applied curriculum lies in the training of applied talents. The so-called application model refers to the matching and matching degree with market talent demand [6]. With the development of social economy and the optimization and upgrading of industrial structure, the industrialized market The demand for talent

has changed dramatically. The traditional industries have been continuously optimized and upgraded. The early labor-intensive industries were gradually replaced by high-tech industries. The demand for human resources gradually evolved from manual labor to intellectual labor. It has also gradually extended to technology, practice, and application. At the same time, new industries have sprouted and emerged, and more stringent requirements have been put on the innovative consciousness, innovation capability, and high-tech level of the employed talents. In the huge graduation group, faced with the increasingly diversified and comprehensive employment talents of enterprises and institutions, how to get rid of the dilemma in the derailment of the needs of college education and social workforce talents, so that the teaching content and professional needs are close to each other, so that practical teaching Closer to the standards of the post, students are allowed to follow the standard learning, conduct in-depth training, enter the project, and change with the task, integrate learning and practice in the whole process [7], and improve the professional quality and employability of private college graduates. Improving the employment competitiveness and employment quality of college students is an important issue facing higher education in private Universities. Under the background of changes in the demand for talent market and the educational plight faced by higher education, the private Universities are guided by market demand, with the goal of cultivating applied talents, promoting applied curriculum reforms, cultivating professional talents that can meet the requirements of industrialized development, and strengthening private enterprises. The link between the teaching content of universities and the demand for talents in the market has improved the cultivation of talents and the market demand. This has created a high degree of counterpart and consistency [8], enabling output talents from private universities to quickly participate in and participate in industrialized specific environments and jobs, and promote industrialization. The continuous operation of gears to increase the employment rate and employment competitiveness of private Universities is of great significance in increasing the enrollment scale and economic benefits of private Universities.

3. Analysis of the Status Quo and Existing Problems of Applied Courses from Transformation and Development

The types of talents for private Universities are applied talents, but at present, there is a big gap between the teaching contents and teaching achievements of private universities in China and the goals of running a school. The current situation and existing problems of applied courses in the context of transitional development are analyzed. At present, the status quo of applied-type courses in private universities in China is as follows:

3.1 The lagging teaching content

The rapid development of social economy and the continuous advancement of science and technology in recent years have promoted the upgrading of the industrial structure. Whether it is the traditional industry after upgrading and optimization or the emerging high-tech industry, it has the ability to combine organizational management, practical technology, and scientific research creation. The demand for talents is huge, resulting in a huge gap in the demand for applied talents [9], and it also brings new opportunities for development for private universities. However, at this stage, private colleges still focus on theoretical teaching in terms of course teaching content. Although some of them will be interspersed with some experiments or practical training, the proportion is relatively small, and the practical training results achieved are relatively weak. The syllabus and teaching contents are relatively weak. There is also a great disconnect from the development of modern society, which makes the students' knowledge faced by the training relatively limited and lagging and unable to keep pace with the development of the times.

3.2 The connection with industry companies ignored

The goal of running private Universities is to provide practical and talented personnel for industry and enterprises so that they can quickly adapt and invest in the actual operations of industry companies, and bring substantial returns to the industry. However, at present, many private

Universities in our country have deficiencies in the connection with industry enterprises. The cooperation and integration between universities and industry enterprises mostly stay in shallow exchanges, and there are few in-depth project cooperation or personnel training plans. [10] It is impossible to create a more open and practical communication and learning platform for students during their studies in Universities to help them perceive and explore the actual operation and management models of modern industry companies and their needs for talents in advance, thereby helping students Early identification of learning objectives and work plans is more about adopting a more traditional single classroom-style teaching method that makes it impossible for students to understand changes in the social employment environment and to meet the demand for talent quality and practical ability in modern industry development.

3.3 The insufficient professional quality of the teaching team

Teachers' strength is an important factor in determining the teaching level and quality of private Universities. At this stage, the trend of teachers' rejuvenation in private Universities in China is obvious. Many teachers or postgraduates entered the private Universities for teaching work after graduation. Even some teachers never enter the classroom. In the social workplace environment, the teachers themselves are less sensitive to the social employment environment [11]. In addition, private colleges pay too much attention to their academic qualifications and previous scientific research, but they pay little attention to the teachers' practical ability and make the teaching staff of private universities. Most of them have a certain amount of teaching experience in theoretical knowledge, and they have relatively shortcomings in practical skills and social work experience, which directly affect the practical teaching ability of teachers and the students' practical ability training.

3.4 Single form of teaching assessment

It is very realistic and necessary for the teaching assessment to be used as a method and means to test teaching effectiveness and teaching quality in private Universities. It is conducive to the management and supervision of teachers' teaching work and teaching effectiveness, and is also conducive to improving the overall quality of students. However, in the current stage, the forms of teaching evaluation of some private Universities in China are mainly focused on the assessment of theoretical knowledge. The assessment of students' theoretical knowledge is scored through the method of answering the questions. Only the students' mastery of theoretical knowledge and skills can be inspected. Inspecting the students' application of theoretical knowledge and skills largely neglects the assessment of students' professional skills and practical ability, making them mostly deal with college teaching exams in the way of pre-examination and rote learning, which is not good for students. Comprehensive training of theoretical and practical abilities.

4. Strategies for Teaching Reform of Applied Courses in Transformation and Development

4.1 Reasonable positioning of teaching objectives for applied courses

There are certain differences in the talent training objectives of different professional characteristics and the teaching objectives are not the same. For private Universities applied curriculum, the orientation of their teaching needs to fully meet the needs of local social development, the local community development and talent market demand for applied talent is an important guide for the determination of teaching objectives, in addition, should also be combined with professional characteristics Make necessary adjustments and positioning. In general, under the background of transformation and development, the teaching objectives of applied courses should focus on cultivating students' professional skills, practical abilities, and innovative and creative abilities. On the one hand, they should improve the matching degree between students' comprehensive level and social employment environment. In terms of cultivating students to develop positive outlook on life and values, and form a good professional ethics and ethos.

4.2 Adjust teaching content based on application drivers

The core of the applied curriculum is the application. The students and output talents should emphasize their application and adaptability. To ensure the seamless connection between the application-based curriculum of civilian-run universities and the social employment environment, the applied curriculum of private Universities The application-driven approach should be used to conduct in-depth research on business modules and production operations of industrial enterprises, and a relatively complete curriculum content should be designed based on the syllabus of professional courses, and corresponding practical training courses should be provided on the basis of theoretical course teaching. Allow students to apply theoretical knowledge to practice their professional skills after receiving theoretical knowledge.

4.3 Strengthen the construction of practical bases and training bases

The construction of sharing vocational education training practice bases meets the needs of vocational teaching, vocational training, and vocational skills appraisal, and it is an important platform for higher vocational education to cultivate innovative talents. At present, there are problems in the construction of training bases in China with varying levels of construction, the lack of effective use of resources, and inadequate social services, resulting in the waste of resources and poor personnel training. Therefore, local vocational education institutions should integrate the resources of existing vocational education institutions according to their superiorities in disciplines and the needs of local industry development, and concentrate their efforts on building bases in provincial capitals, regional center cities, and cities where industries are relatively concentrated. Quality, on the scale. Increase capital investment and improve the level of equipment and teachers. In the construction, we attach importance to compound, general knowledge, openness, and universality. We can serve multiple professions and multiple fields to form scale advantages and agglomeration effects. Encourage and guide enterprises to rely on or joint vocational education colleges, universities and scientific research departments to set up joint studios, laboratories, innovation bases, and practice bases in public training bases to create a public service platform for vocational schools.

4.4 Expand the practical teacher

With regard to the expansion of practical teachers, private universities should focus on the sustainable development of professional technology and vocational education, integrate and optimize teacher resources, improve the overall quality of teachers, and improve the professional technical theoretical level and professional education theory of teachers, and develop teachers. The team's community sustainable development mechanism organizes young teachers to carry out teaching practices in vocational colleges, improves the teaching and training abilities of vocational college teachers, establishes a system of foreign advanced learning for middle and young key teachers, and learns advanced teaching methods from advanced vocational education institutions abroad. The education concept is to comprehensively improve the overall quality of teachers from private Universities in terms of professional accomplishment and educational philosophy.

4.5 Improve the teaching assessment mechanism

Under the background of the transformation and development of the school, in order to cultivate practical talents that meet the application needs, students' assessments should be optimized. In addition to previous theoretical assessments and skills assessments, students' innovation and application skills should be increased. In the assessment process, the students' main position will be brought into full play to inspire students' enthusiasm and change passively to accept the assessment as the initiative to complete the assessment. The practice assessment will be included in the comprehensive evaluation and the students' practical application ability will be emphasized.

5. Conclusion

The private Universities are the cradle for the application and cultivation of practical talents. In view of the lagging content of the applied courses in private Universities, the shortage of teachers, and the simple form of teaching assessment, this paper puts forward that private universities should seize the development of the market. There is a huge gap in the demand for applied talents, and the teaching objectives of applied courses are reasonably positioned. Market applications are used as the driving direction to adjust the content of applied courses. The practice base and practical training base are strengthened through school-enterprise cooperation and integration of production and education. Through the introduction of practical talent introduction policy, the university expands the practice-oriented teacher resources and conducts excavation from both the theoretical assessment and the practical assessment. The improvement of the assessment mechanism for the applied curriculum in private Universities will help improve the teaching effectiveness of the applied curriculum in private Universities.

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