

The Dilemma of the complete Credit system Reform in Local Colleges and Universities

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Abstract: As an important part of higher education in China, local colleges and universities play an important role in promoting the development of higher education and cultivating talents in higher education. In recent years, complete credit reform is an important measure of educational reform in local colleges and universities, and its present situation and future reform trend have a great impact on the development of higher education and talent strategy in China.

1. Introduction

The development of society in the new era of our country is greatly benefited from the development of higher education, which in turn puts forward higher requirements for higher education. Therefore, higher education needs to deepen the development of the inevitable requirements of the times, and the complete credit system as an important measure of college reform seems to be particularly critical. However, compared with the key comprehensive universities, local colleges and universities are faced with a lack of resources and experience, resulting in the implementation of the complete credit system reform, encountered a greater dilemma.

2. A Brief Overview of the Complete Credit System

2.1 Definition of Complete Credit System

The complete credit system refers to the teaching system which takes the elective course as the premise and takes the credit and achievement points as the quantity and quantity unit of the students' study in order to obtain the necessary minimum study to be divided into the graduation standard teaching system.

2.2 The Origin of Credit System and Domestic Introduction

In 1872, Harvard University first experimented with elective system, followed by credit system before 1900, and then extended to the world by the United States. In 1919 or so, Peking University first introduced elective system, and in 1929, the credit system was promoted by the national government. After liberation, the credit system was abolished. But at the time of reform and opening up, the credit system has been restored. Finally, in 1992, the status of the complete credit

system was established.

3. Complete Credit System Characteristics

3.1 Pay Attention to The Individuation Development of Students

The complete credit system breaks down the barriers of majors, departments and even schools, allowing students to choose courses according to their own academic planning. It not only raises the students' independent consciousness of thinking independently, but also stimulates the students' internal interest in study and their enthusiasm for studying, enhances the students' enthusiasm for learning, and stimulates the learning potential.

3.2 Implement Elastic Credit System

The flexible credit system breaks the academic year requirement of the traditional academic year system in colleges and universities, and advocates that the students can graduate after they have completed their credits, so that the students can arrange their own academic progress-suspension, early graduation or postponement of graduation. The flexibility of the flexible credit system fully shows the recognition of the difference of human being by the complete credit system and the humanistic concern of the students.

3.3 Establish Tutor System

The teaching management mode of traditional school-year system pays attention to class system, emphasizes unity, and the training of talents shows the malpractice of homogenization. The essence of the teacher system is the teacher responsibility system, the tutor timely and comprehensive understanding of students' learning and living conditions, targeted learning and growth plans, real teaching according to their aptitude, guide students to study and life, avoid the homogenization of talent training.

3.4 Establish a Major and Minor System (Dual Place System)

Major-minor system is a teaching system that allows students to choose one field (or major) as a major and another (or major) as a minor. A major or minor major in certain courses or credits, which is approved for graduation and awarded a degree in accordance with the requirements. Promote the horizontal development of students, pay attention to the cultivation of all-round talent.

3.5 Adopt Credit System

The full credit system carries out the credit system to pay fees. Students choose to take courses according to their learning status and academic planning. On the one hand, it effectively urges the study of students; on the other hand, it standardizes the charging procedure of higher schools and makes the charging system more transparent.

4. The Predicament of the Further Development of the Credit System

4.1 Lack of "Elasticity" in the Elastic Credit System

Jiangnan University, for example, introduced a full credit system in 2012 and introduced a flexible credit system, which is six years old by 2018. During the period, nearly 30, 000 graduates,

only one of the flexible credit system is now three years to complete the credits required for graduation, early graduation. However, many students are forced to delay their graduation because they have missed out on the subject. It can be seen that the flexibility of the flexible credit system has not been shown at all, but has highlighted the disorder of the students' learning.

4.2 The insufficient Individuation Development of Students

The core of the complete credit system is to realize the individuation of college education, to teach students in accordance with their aptitude, to stimulate students' interest, to release students' potential, and to promote their diversified development. However, in the process of reform of local colleges and universities, the homogeneity of the courses chosen by students is serious due to the influence of the low quality of the curriculum and the lack of the number of courses. In addition, the practical activities offered by the colleges and universities, because of the low student participation, the original free choice of the project into a mandatory administrative order. Therefore, it is difficult to avoid the formality in the development of students' individuation.

4.3 Teachers' Lack of a Sense of Existence

The complete credit system establishes the tutor system, which can guide the students' study and life by drawing up a concrete and implementable talent growth plan for each student. However, local colleges and universities in the process of implementation of mentor system is not satisfactory. First of all, students and mentors lack of contact and necessary understanding, students from entering the school has very few opportunities to communicate with mentors; Secondly, students are not aware of the significance and value of the tutorial system, nor will they seek guidance and help on their own initiative, resulting in the phenomenon that students' academic planning and selection of credit courses are extremely blind and chaotic. Completely reneged from the goal of establishing a mentor system under the complete credit system.

5. Reasons for the Difficulties Faced by the Deepening Development of the Complete Credit System

The reform of the complete credit system in local colleges and universities mainly involves students, teachers and colleges and universities. The following is an analysis of the reasons from the angle of three themes.

5.1 The Aspect of School

5.1.1 Backward thought in the Reform of Education and Teaching

In the reform of the complete credit system, local colleges and universities still continue the backward idea of teachers as the core, attach importance to the cultivation of communism, ignore and even erase the individuality, which makes the cultivation of students' commonness and individuality seriously unbalanced. In addition, in the teaching plan, there are still some backward teaching theories, such as emphasizing compulsory courses, neglecting elective courses, emphasizing theoretical courses and neglecting the importance of students' subjectivity and all-round development.

5.1.2 The imperfect teaching curriculum

First of all, from the perspective of elective courses, there are obvious problems of less quantity

and low quality. On the one hand, it limits the scope of students' choice, on the other hand, greatly reduces the students' interest in studying, and seriously hurts the students' desire for knowledge. Secondly, in the structure of the curriculum, the imbalance of the proportion of the theoretical course and the practical course, the imbalance of the proportion of the elective course and the specialized course seriously hinders the overall development of the students.

5.1.3 The Unreasonable Evaluation System of Teachers

In the assessment of teachers in local colleges and universities, the phenomenon that the proportion of scientific research is too large is highlighted. On the one hand, teachers in the completion of education and teaching work, there are heavy scientific research requirements. Make teachers lack of time and energy to focus on teaching work, focus on teaching research; On the other hand, a very small number of teachers to maximize their own interests, the focus of work is entirely on the indicators of scientific research evaluation, and education and teaching work has become a muddle.

5.2 The Aspect of Teacher

The teachers are concentrated in the problems of low quantity and low quality. Under the complete credit system, teachers not only need to have a high professional level and rich educational experience, but also require them to adapt to the teaching and education methods and theories under the new model. This brings great challenge to their education and teaching work. In addition, compared with the national key universities, the quality of teachers in local colleges and universities is not high, the quantity is not much, but also increase the resistance to the implementation of the complete credit system.

5.3 The Aspect of Student

5.3.1 The low Level and Quality of the Whole Source of Students

Under the existing college admissions system, the quality of students in local colleges and universities is lower as a whole. In addition, from the perspective of campus learning atmosphere, there are students unable to test in key colleges and universities, frustrated mental state, lack of local colleges and universities lack of positive, enterprising, struggling campus culture, campus atmosphere.

5.3.2 Students' Lack of the Necessary Guidance

In view of the characteristics of examination-oriented education in China, students lack self-cognition and social cognition before entering the university. As far as related majors are concerned, the knowledge of the profession is almost zero. In the absence of guidance, students often follow the pattern of course selection, random course selection, non-certification treatment of courses and so on.

6. Measures to Solve the Predicament of Deepening the Development of the Complete Credit System

The following will be from the complete credit system of the school, teachers, students three main body to talk about the solution measures.

6.1 The Aspect of School

6.1.1 Changing the Idea of Education and Teaching

The idea of education and teaching in colleges and universities is the guiding ideology of education and teaching in colleges and universities. Therefore, local colleges and universities must firmly grasp the ideological direction of the reform of the complete credit system on the macro level and completely abandon the shackles of traditional education, teaching and management in colleges and universities. Constantly improve the teachers and students' understanding of the purpose and significance of the reform of the complete credit system, the mode of operation and the requirements, and deepen the cognition of the trend of the long-term development of the reform of the complete credit system.

6.1.2 Adjustment and Perfection of Teacher Assessment System

To reform the traditional teacher assessment system, which emphasizes scientific research rather than teaching, the field and emphasis of the assessment are appropriately tilted towards the direction of teaching, so as to guide the teachers in local colleges and universities to tilt appropriately to the teaching aspect. Make the teacher put into the teaching and teaching work and the education teaching research. In addition, in order to improve the teachers' enthusiasm, we can try to bring the reform effect of the complete credit system into the teacher's assessment system, which can greatly help to break through the current predicament of the complete credit system and push forward the further reform of the complete credit system.

6.1.3 Increase Curriculum Investment

As the implementation link of higher education, local colleges and universities must increase the investment in capital, technology, time, talents and other aspects of curriculum development and improvement. On one hand, in the design of the major minor curriculum system and the establishment of the curriculum management system, while paying attention to the careful investigation of the socio-economic situation and the development of the times, we must not ignore the wishes and needs of the students, and must combine the two. Fully analyze and demonstrate. On the other hand, the distribution of resources between compulsory courses and elective courses should be reasonably distributed, with emphasis on compulsory courses, the proportion and reconciliation of elective courses, and the loss of balance between theoretical courses and practical courses.

6.2 The Aspect of Teacher

Local colleges and universities should focus on improving and perfecting the evaluation system of students' education and teaching for teachers, so that students can participate in the selection system of excellent teachers, and realize the organic combination of student evaluation feedback and school evaluation. To form a compelling mechanism for students to choose teachers, to carry out the teacher employment mechanism of the survival of the fittest, to promote teachers' groups to constantly change new teaching ideas, to improve teaching methods, to improve the level of education and teaching, and finally to cultivate a group of excellent teachers. To create good conditions for the further development of the complete credit system.

6.3 The Aspect of Student

Under the condition that the enrollment system of local colleges and universities is not easy to change and the quality of students cannot be controlled, it is very important for students to change their thinking and cultivate good quality. First, to guide the transformation of thinking from high school students to college students as soon as possible, to help to establish a free and independent personality, self-reliance and self-improvement of character, as soon as possible to become a qualified modern "big students"; Second, to guide the understanding of the significance and purpose of the complete credit system, as well as the ways and means of operation; third, to guide students to make academic planning and arrange their study and life in an orderly manner.

7. Summary

According to the trend of social economy and the development of the times, it is inevitable that the reform of the complete credit system in local colleges and universities is confronted with difficulties. Therefore, what we need to pay attention to is the dilemma of the demand method. First of all, is looking at their current situation, open-minded acceptance of criticism and suggestions, profound reflection, especially weaknesses and shortcomings; Then find the correct solution, fully demonstrate, finally integrate all the resources, solve the problems, out of difficulties, promote the deepening development of the complete credit system.

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