

Research on the Reform of Curriculum System and Teaching Content of Education in Colleges and Universities

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Abstract: At present, there are some problems in the curriculum of higher education in our country, such as fewer courses, too small proportion of courses, unchanged curriculum structure, inadequate openness and flexibility of curriculum settings, outdated curriculum content and so on, which cannot meet the needs of our country towards an open teacher education system, modernization of basic education and curriculum reform.

Since the reform and opening up, the curriculum of education in China's universities has been composed of four parts: general education, general psychology, subject curriculum theory and educational practice, accounting for about 8% - 10% of the whole curriculum plan. The establishment of the "old three" or "old four" curriculum structure was determined by the specific circumstances at that time. There are obvious problems in the course structure and content of this kind of curriculum, and it can not meet the needs of the current education and teaching reform. Moreover, the teaching effect of this kind of curriculum is very poor due to the reasons of teaching methods and so on.

1. The current situation and problems of educational courses in china's colleges and universities

1.1 Less courses and too small proportion in the whole course

As mentioned above, there are only 3 - 4 educational courses in China, and the proportion is only about 8% - 10% of the whole curriculum plan. Educational courses are the main way to cultivate semiprofessional awareness and ability. The educational courses have too little class hours and a small proportion, which can not highlight the nature of colleges and universities at all. This situation is in sharp contrast with some foreign institutions that train teachers.

According to a survey of teacher education conducted by the International Labour Organization (ILO) and UNESCO in more than 70 countries in the late 1970s, although the proportion is different, education courses in all countries generally account for about 40% of the total school hours. As far as the courses are concerned, although the number of specific courses varies greatly from country to country, there are usually dozens or even dozens of courses.

1.2 The curriculum structure has remained unchanged for a long time, and the curriculum is not open and flexible enough.

Since the reform and opening up, education discipline has developed rapidly, and education science has gradually developed into a huge discipline system with abundant subject resources to choose from. At the same time, the development and change of basic education also requires higher and higher quality of teachers. If universities still adhere to the mode of "old three doors" or "old four doors", they will not be able to meet the needs of the development of education discipline and realistic education.

In addition, the characteristics of the unification of the curriculum setting of higher education in our country are very obvious. Almost all universities have the same educational curriculum. In the same school, the curriculum is almost all compulsory courses. There are few optional educational courses.

1.3 The outdated and backward content of the curriculum, lacking the connection with the reality of primary and secondary education and teaching

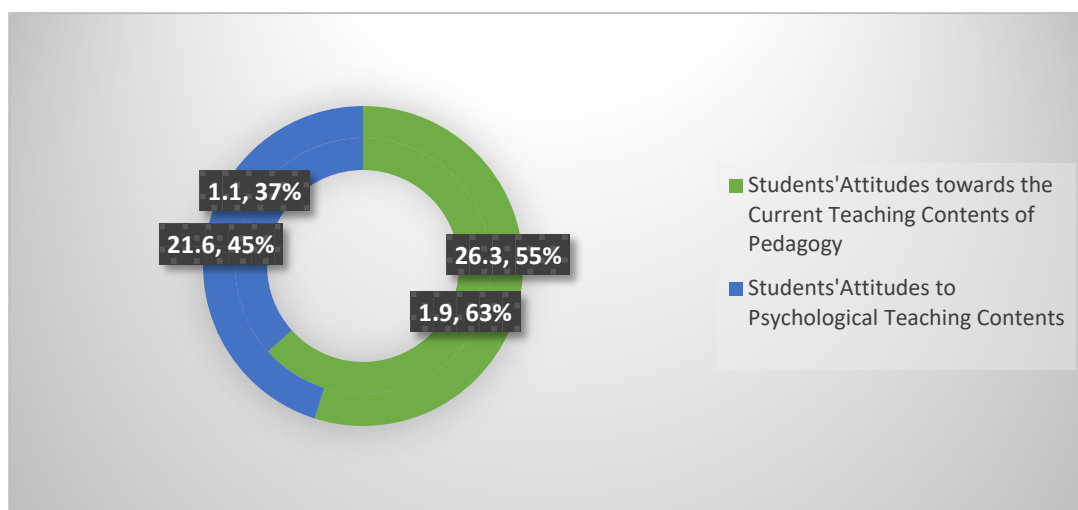


Figure 1. Attitudes of Students towards the Teaching Contents of Education

As shown in figure 1, only 1.9% and 26.3% of the students expressed "very satisfied" and "satisfied" with the existing teaching contents of pedagogy, while 1.1% and 21.6% of the students expressed "very satisfied" and "satisfied" with the teaching contents of psychology. The rest of the students showed different degrees of dissatisfaction with the teaching contents of the two courses.

The content of the course is outdated and backward, lacking of epochal, international and up-to-date educational ideas and academic information, strict logical system and independent content composition, poor Scientology and accuracy, and lack of close connection between theory and practice. Various fresh problems or cases in the practice of primary and secondary education and teaching are hard to find in the course. Re-listing the rigid principles, re-explaining the concepts and definitions, re-stating the theoretical basis, but forget that the value of theory lies in its application, and the purpose of learning is to practice in the future and apply it to practice.

However, our colleges and universities lack timely understanding of the development of basic education, keen insight into the reform of education at home and abroad and the awareness of active reform.

1.4 Single and backward Teaching methods

At present, the teaching of educational courses in Colleges and universities in our country is still mainly lecturing. With the expansion of enrollment in Colleges and universities these years, the class size is generally more than 100, and some schools are even more than 200. This situation has caused widespread dissatisfaction among students. According to the survey, only 2.8% and 26.9% of the students in the teaching of education expressed "very satisfied" and "satisfied" with the teaching method, and fewer were satisfied with the psychological course. Only 1.2% and 19.6% of the students chose "very satisfied" and "satisfied". As shown in Table 1.

Table 1. Attitudes of Students towards Teaching Method

Attitudes of Students towards Teaching Method	very satisfied	satisfied
Education	2.8%	26.9%
Psychology	1.2%	19.6%

In addition, the teaching methods of education courses are very backward, blackboard, chalk and teacher's mouth are all teaching tools. Educational courses are the second specialized courses to train studentship skills. It comes from the rich and colorful educational and teaching practice. It should also present the contemporary educational and teaching practice in a colorful form. In teaching, teachers can not be accustomed to a single classroom teaching, but can also use discussion, observation, video, trial teaching, primary and secondary school head teacher, invite special teachers to lecture, simulation class meeting and other ways to complete the teaching task.

In the teaching of education courses, teachers can not only provide students with a large number of educational examples to improve their ability to analyze and solve practical educational problems in contact with cases, but also design specific tasks that they need to accomplish, such as preparing a lesson plan, giving a lecture on the platform, or organizing a lecture.

1.5 Lack of attention to the practice of basic education by teachers of educational disciplines

Teachers of pedagogy mostly adopt a proper research paradigm, whose research is derived from philosophical concepts and categories, and the research carried out is the elucidation of "what?", "what should be?" and "what should be?". Researchers mostly proceed from the ideal and rational value, and carry out a top-down theoretical vision, instead of focusing on entering the "field" of research and participating in it. Educational practice, criticism of educational practice, and improvement of educational practice.

Teachers engaged in the teaching of educational courses exist in books and lectures. They can not connect theory with educational practice and transcendentalist. They isolate theory from practical application. It is difficult to arouse students' interest and scientific educational ideas, and even more difficult to train students to form exquisite, diverse, flexible and enlightening teaching skills.

2. Thoughts on the reform of teaching content and course system

2.1 Setting up course modules

The teaching plan of each specialty generally includes general courses, professional basic courses, professional courses and so on. According to the characteristics of these courses, we can set them into several curriculum modules, namely, general course module, professional basic course module, professional course module (including professional skills), elective course module and so

on. In practice, the content of the general course module of each major can be basically the same, and it is compulsory with the professional basic course module and the professional course module.

Elective course modules are mainly interdisciplinary, marginal disciplines, emerging disciplines and some disciplines aimed at improving the basic quality of students. They are mainly used to broaden acknowledgement and enhance their social adaptability. When setting up professional basic course module and professional course module, we should be vigorous and complete, adjust the original courses and hours, simplify the complexity, cut down the branches and strengthen the ability, and highlight the key points.

2.2 Construction of elective course module

Elective course modules should be as rich as possible, so that students have greater choice. In the management of elective course modules, corresponding systems should be formulated, and studentship of elective courses should be kaleidoscopically controlled. In the specific management of elective courses, the credit system can be implemented, which clearly stipulates that students must achieve certain credits. In the relationship between elective courses and compulsory courses, we should adhere to the principle of compulsory courses, supplemented by elective courses.

Schools should give guidance to students on their elective courses so that they can choose courses suitable for them according to their own circumstances. In the past, some optional courses have been offered in schools, but they are all carried out in natural classes. Students are in a relatively passive position.

2.3 Cultural quality education of students

Quality mainly includes ideological and moral quality, cultural quality, professional quality, physical and psychological quality and so on. Among them, ideological and moral quality is fundamental, and cultural quality is the basis. In the past few years, due to the deviation of people's understanding of education, there have been some problems, from teachers to students, which lay particular stress on the teaching and learning of professional knowledge and skills, neglecting the teaching and learning of cultural courses, and affecting the overall development of students.

As far as schools are concerned, the level of cultural quality education reflects the school's taste and style, and affects the quality of school's personnel training, as well as the further development of schools. For students, good cultural quality is the main basis for forming good ideological and moral quality and professional quality. It embodies a person's cultural connotation, which is conducive to broadening their horizons, active thinking, upgrading their personality, and cultivating their spirit.

3. Conclusion

In the course of reforming the teaching content and curriculum system, we must not regard cultural courses as indispensable things. From the courses offered to the class hours, we should pay enough attention to them, which fully reflects the basic status of cultural courses.

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