

# *Analysis on the Bottleneck and Path of the Transformation of University Japanese in Newly Established Colleges*

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**Abstract:** Based on the background of the transformation of local new undergraduate to applied technology universities, this paper analyzes the “bottleneck” of local new undergraduate practice teaching, and proposes feasible countermeasures to optimize the practice teaching link to promote the smooth implementation of the transformation and development of local new undergraduate colleges, train students to master scientific methods and improve their hands-on ability, so that students can consolidate theoretical knowledge and cultivate high-quality engineering and technical personnel with innovative consciousness. Under the background of the transformation and development of colleges and universities, applied undergraduate colleges should change the original practice teaching mode and ideas, and establish a set of practical teaching mode that is consistent with its transformational development path.

## 1. Introduction

In 2015, General Secretary Xi Jinping pointed out in the keynote speech at the annual meeting of the Boao Forum for Asia that China’s GDP growth rate of 7% is quite impressive. According to Austrian law, the economic growth rate and unemployment rate are reversed, which means that college graduates will face a more severe employment situation in the future. Under the new normal of economic growth, when the employment rate is still an important indicator for college evaluation, how to improve the employment rate of applied undergraduate college graduates has become a difficult problem for applied undergraduate universities. Chinese universities use practical teaching as an important platform to train students to master scientific methods and improve their hands-on ability, so that students can consolidate theoretical knowledge and cultivate high-quality engineering and technical personnel with innovative consciousness. Under the background of the transformation and development of colleges and universities, applied undergraduate colleges should change the original practice teaching mode and ideas, and establish a set of practical teaching mode that is consistent with its transformational development path<sup>[1]</sup>.

## 2. The status quo of applied undergraduate practice teaching

### 2.1 The crux of the positioning management of colleges and universities

#### 2.1.1 The vague position of running a school

At present, the developed countries in the world have different positions in colleges and universities. For example, the United States divides universities into research-based, doctor-granted, and comprehensive university forms. On this basis, there are also four-year colleges, community colleges, and colleges. Multi-level application of technical talents, as shown in Figure 1 below:

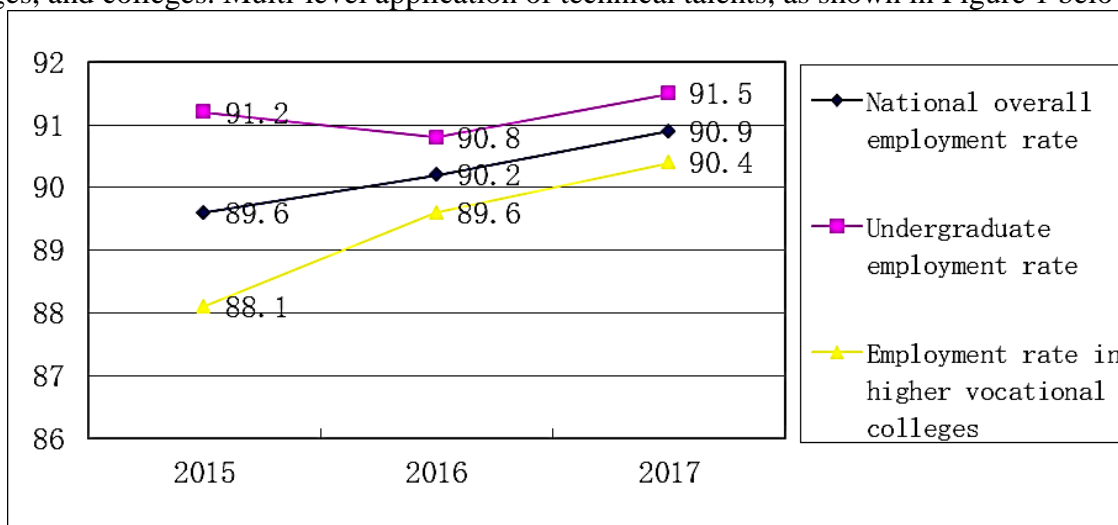


Figure 1: Proportion of staff in the university's Japanese language transformation and development in new undergraduate colleges

As shown in Figure 1 above, due to the obvious differences in the orientation of colleges and universities in the United States, competition between universities and graduates is not intense. However, China's colleges and universities are established under the planned economic system, and they are under the jurisdiction of different government functional departments. The construction of colleges and universities is similar, and the lack of accurate positioning of talent training objectives makes the employment competition of graduates extremely fierce<sup>[2]</sup>.

#### 2.1.2 The extensive management mode

The management mode of China's colleges and universities is born under the planned economic system. From a certain perspective, it belongs to the extensive management mode. The traditional school-running thoughts of a few university leaders are deeply rooted, lacking the self-reliance of colleges and universities, making colleges and universities become an accessory to the government, thus making the school's school-running model lack new ideas. Due to historical reasons, there are more than 1,500 colleges and universities in China that have not yet established master's degree programs. Local new undergraduate colleges and universities account for a large proportion, and there are generally small and comprehensive features in professional settings.

### 2.2 Government departments on the scale of the examination mechanism of colleges and universities

China's government departments have always adhered to the principle of "high quality and high

standards" in the assessment of colleges and universities, so that colleges and universities invest a large number of talents and funds for key disciplines and key laboratories, and excessively pursue the level and quantification of scientific research results.

### 2.3 Limitations of college education funding

In the post-industrial era, the promotion of social and economic development as a trinity of “production, learning, and research” is obvious and growing. Based on China's national conditions, the sources of funding mainly rely on local finance allocations to create new undergraduate colleges and universities, which is more severe, which seriously restricts the effective investment in teaching and scientific research<sup>[3]</sup>.

## 3. Strategies for optimizing local new undergraduate practice teaching

### 3.1 Accurately grasp market demand and university positioning

In China, higher education has become an important mission shared by the state and the family. The people's investment in education is expected to receive the due return and return to society. However, on the one hand, local new undergraduates are keen on upgrading and setting up points; on the other hand, employers complain about graduate university education. The talent training model of colleges and universities in China should be differentiated and positioned, and teach students in accordance with their aptitude to cultivate multi-level and wide-calibre talents that meet social needs. . As shown in Figure 2 below, it is some important indicators for the transformation of Japanese universities in new undergraduate colleges:

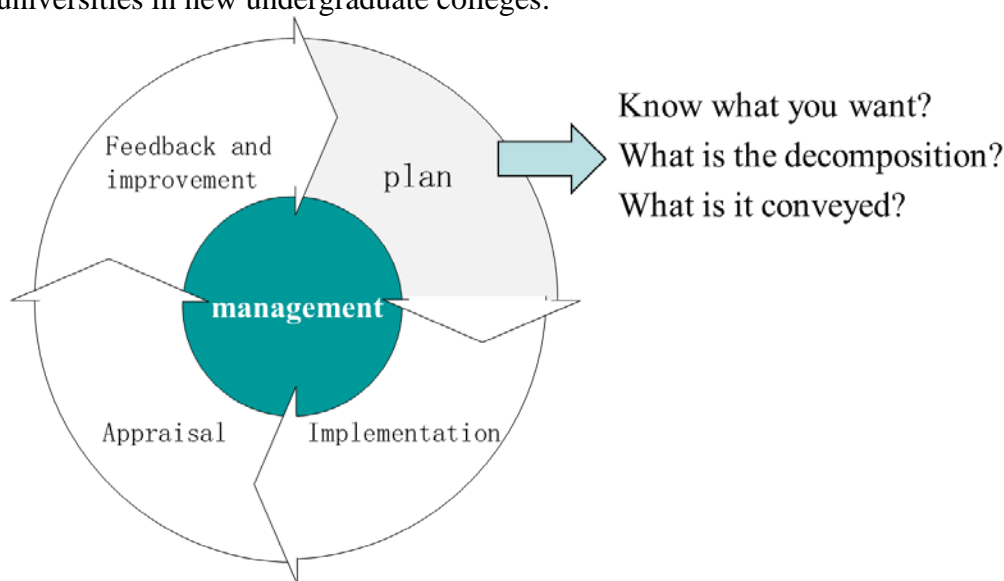


Figure 2: Indicators for the development of university Japanese language transformation in new undergraduate colleges

As shown in Figure 2 above: First of all, we must innovate and practice teaching management. Strengthen the management of practical teaching links such as graduation thesis (design), internships, and off-campus training, ensure the time and assessment level of practical teaching, and continuously innovate and practice teaching content and methods, such as opening up network training, joint evaluation of schools and enterprises, and school-enterprise cooperation. The establishment of laboratories and other forms, so that classroom teaching and practical teaching go hand in hand, complement each other, and truly achieve the theory and practice, and apply what

they have learned.

### 3.2 Coordinated development of practical teaching and scientific research

The results of the teaching assessment and the results of the scientific research assessment are respectively linked to the post appointment and the title evaluation, and the evaluation is separated. University performance subsidy is a fund that is uniformly allocated by colleges and universities according to a certain proportion, according to the income generation and workload of each branch. The branch is implemented according to the total points of the individual training and teaching, and the management personnel are allocated according to certain standards of the staff of the post (such as Huazhong Agricultural University and other universities). Performance allowances are decoupled from professional titles, but can be linked to teaching workload and teaching evaluation results.

### 4. Conclusions

Practice is the platform and foundation of innovation. Contemporary colleges and universities should build a practical and diversified comprehensive practical teaching environment for college students, so that students can be exposed to diversified practical teaching concepts and nourishment during their four-year career. The measures not only enable college students to consolidate the theoretical foundation and strengthen practical skills, but also benefit the cultivation of college students' comprehensive quality and the ability of employment, and break the traditional education mode in which the practice teaching is subordinated from the source.

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