

The Exploration and Practice of Training Mode of Applied Undergraduate Education

Xinmei Zhao^{a,*}, Jinhong Zhao

College of Engineering of the Graduate School of the Chinese Academy of Sciences, Beijing, 100039, China

^a18788166986@139.com

*Corresponding Author

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Abstract: the Cultivation of Applied Talents is the Core Element of the Transformation of Newly-Established Universities into New-Type Universities. the Training of Application-Oriented Talents Should Be Based on the Technical and Popular Education That the Majority of Employers Actually Need. the Education Major in Colleges and Universities Should Consider Various Needs When Setting the Training Objectives. the Utility and Function of Education Are Gradually Known to the Public, and Its Social Mission is Becoming More and More Heavy. the Value Positioning of Pedagogical Practice Teaching in the Generation of Teachers' Practical Knowledge, the Cultivation of Teachers' Skills, Practical Ability, and the Establishment of Teachers' Professional Emotions Aims to Provide Strong Theoretical Support and Direction Guarantee for the Construction of Pedagogy Practical Teaching System. Get Rid of the Traditional "Homogeneity" and More Serious Training Programs, and Take the Training of Talents as the Guide to Create a Highly Effective Curriculum Teaching System. Cultivate Students into All-Round Professional Talents with Solid and Solid Professional Knowledge, Innovative Ability and Teamwork Spirit, and Strong Professional Ethics.

1. Introduction

With the Rapid Expansion of the Scale of Higher Education in Our Country, the Pedagogy Major in Normal Universities Has Also Developed Unprecedentedly. Education Major in Colleges and Universities Should Consider Various Needs When Setting the Training Objectives, among Which Market Demand Should Be the Key Factor in Setting the Training Objectives [1]. Applied Talents Refer to a Special Type of Talents Who Apply Their Professional Knowledge and Skills to Their Professional Social Practice. Applied Undergraduate Education Can Neither Require Students' Theories to Be Deep and Thick According to Research Universities. Also Can't According to Vocational Education as Long as "Enough", But Requires Students on the Basis of Understanding and Mastering the Theory, in Order to Ensure the Effective Docking of Talent Training Objectives and Social Needs [2]. Application-Oriented Colleges and Universities Should Strengthen Mutual Cooperation between Production, Study, and Research, Regularly Organize Teachers from Their Own Schools to Study Outside, and Organize Relevant Unit Personnel to Go to Schools for Guidance. It Focuses on How This Theory is Translated into Practice, That is, How to Apply It to Practice [3]. Demand-Oriented, Prominent Application, School-Land combination, Science-Education integration, Production-Education Integration, School-Enterprise Cooperation, Collaborative Education, Transformation of Results, Active Service, Support for Development, Unique Features and Contributions [4]. Elective Courses and Professional Orientation Courses to Strengthen Professional Skills. Re-Adjust the Proportion of Class Hours of Theoretical Practice Courses, Elective Courses and Compulsory Courses to Allow Students to Accumulate Teaching Experience in Practice and Lay the Foundation for Formal Entry in the Future [5].

The Educational Personnel Training Objectives of Application-Oriented Undergraduate Colleges and Universities Should Be Able to Meet the Needs of the Market and Actively Train Senior Application-Oriented Personnel for Employers. the "New Type" of Undergraduate Colleges and

Universities Focuses on the Innovation of the School Development Model, Which Can Give Full Play to the Advantages of the School's Youth, and Further Explore More Direct and Effective Ways and Means to Serve the Local Economic Development and Cultivate Talents for Learning [6]. the Application-Oriented Undergraduate Curriculum Should Focus on How to Transform Theory into Practice and How to Apply It into Practice. the Principle of "Solid Theory" Should Be Reflected in the Construction of Teaching Materials. Let Students Have Solid Professional Knowledge and Skills, Broad Vision, Let Students Have Communication Skills, Team Cooperation Consciousness, But Also Have Good Professional Ethics. Only by Training High-Quality Talents According to the Needs of Employers Can the Teaching Quality in Colleges and Universities Be Improved [7]. Only by Reorienting the Training Goals, Reforming the Training Mode, Adjusting the Course Structure and Changing the Teaching Methods Can the Education Majors Create High-Quality Teachers That Meet the Requirements of Basic Education. to Enable Students to Have Solid Professional Knowledge and Skills, Broad Horizons, to Enable Students to Have Communication Skills, Teamwork Awareness, and Have a Good Professional Ethics [8]. Only by Cultivating High-Quality Talents According to the Needs of Employers, Can We Improve the Teaching Quality of Universities, Carry out Teaching Practice Competitions, and Improve the Enthusiasm of Teachers [9]. Teachers Should Also Pay Attention to Industry Trends in a Timely Manner, Improve Their Theoretical Knowledge Reserves and Research Capabilities, Enter Social Investigations, and Develop More Scientific, Reasonable, and Effective Training Systems for Students. Therefore, This Article Has Carried out Research on the Exploration and Practice of Talent Training Mode for Applied Undergraduate Education Majors [10].

2. Training Mode of Applied Undergraduate Education

2.1 Set Up the Training Target of Pedagogical Talents According to the Market Demand

The economic function of colleges and universities will promote the local economic and social development. It can be said that the undergraduate colleges and universities have great potential in serving the local development. When setting the goal of talent cultivation, we should also ask for the opinions of the teachers and students of pedagogy in our school, so as to infiltrate the ideas of teachers and students into the goal of talent cultivation, so as to make the goal closely connected with the society. Learning includes learning in school and sustainable learning. The professional knowledge learned by pedagogical professionals in school is the basis of future learning ability. Based on teaching practice, combined with theoretical knowledge, the knowledge is deepened and re understood. In addition to the necessary practice links and classroom training, the practice base should be widely expanded to enable students to "go out" and deepen their understanding of professional knowledge. Specific measures for schools to focus on local economic and social development, such as discipline and specialty setting, should also be carried out step by step, of which "market demand-oriented" can be regarded as the basic starting point for discipline and specialty setting, while the variability of market demand requires flexibility in discipline and specialty setting. Training students to have good professional ethics and ethics, training students to have good communication ability and cooperation ability, etc., only according to the needs of employers to carry out personnel training, to ensure the quality of personnel training.

2.2 Improve the Course Teaching System

Under the guidance of the concept of training application-oriented talents, design the training specifications of application-oriented talents, and implement the docking of professional setting and industrial demand, the docking of curriculum content and professional standards, and the docking of teaching process and production process. The ability of teaching and practice is the training of students' knowledge and skills in education. The specialized direction courses and elective courses, which are divided into strengthening professional skills and highlighting practical teaching links, make the proportion of previously required courses, elective courses and theoretical practice courses readjust and highlight the personalized education and training of students. Let students

choose courses according to their actual situation and ability to improve their interest in learning. In addition, colleges and universities should strengthen the laboratory construction of pedagogy, so that students can participate in practical training, cultivate students' practical ability and improve their professional ethics. Arrange some training for other qualification certificates, such as psychological consultant certificate, nutritionist certificate, computer certificate, etc. In this way, the comprehensive ability of talents can be effectively improved by improving the education content and constructing the characteristic talents training mode. Optimize the process of education and teaching so as to improve the effect, efficiency and benefit of education and teaching. "Educational technology" is the technology of educating people and its innovation and integration ".

In the process of training talents, we must take the long-term development as the goal, build students into excellent compound talents, ensure that they meet the needs of social education, and the demand of society for "one specialty and multiple abilities" education professionals is rising sharply. It is necessary to establish a school teaching director who is good at innovation, that is, to use thinking activities to combine the original knowledge, technology and relevant practical activities. In order to set the quality standard of applied talents, schools, industry enterprises and students can evaluate the quality of talents training by the combination of quantitative and qualitative evaluation. Educators should have a wide range of knowledge and be able to integrate the knowledge, so as to better conduct education and related work. At the same time, we should provide fixed practice time for students every semester, let students go into the school to accumulate experience, experience the guidance of theory for practice, only in this way can students quickly enter the working state when they really go to work, and identify their own occupation. To truly understand their weak parts, return to school logistics and practice to meet the needs of employers. Such practice not only trains students' practical ability, but also enables students to understand themselves more comprehensively, creating favorable conditions for students. The same is true for the knowledge and skill structure of educational technology professionals. Pedagogical theory is the foundation. To master and be able to use technology must be based on this premise. Educational technology undergraduates must first be educational talents.

3. Practice Construction of Education Professional Training in Application-Oriented Universities

3.1 On the Basis of University Characteristics and Professional Needs

The direct effect of education on economic development is not obvious, but it plays an important role in promoting economic development through student training. The development of pedagogical talents is not only the development of students, but also the development of teachers. The cultivation of compound talents in the development of students is the main trend of the development of talent demand in today's society. According to the specific school's own strength and development situation, this paper explores the talent training mode in line with the school's situation, so as to provide talent support and intellectual guarantee for the national and local regional economic development. In terms of the introduction of teachers, colleges and universities also need to carry out strategic adjustment, pay more attention to the "double teacher" high-quality talents who have had enterprise employment experience or even entrepreneurial experience, and absorb them into the campus in the form of recruitment or temporary external employment, so as to become a productive force in the process of cultivating entrepreneurship and innovation talents. In the past, theoretical teaching was limited to single instruction by teachers, and interaction and practice were added to train students' teaching ability. In addition, the school can also set up some special courses based on regional resources, such as Shaanxi folk art and visits by famous educators, to further deepen the cooperation between industry, university and research institutes. Employers are invited to give thematic lectures on campus to explain the demand for talents. Teachers and students are also actively organized to participate in various social practice activities to make students' learning objectives clearer.

3.2 Take the Innovation Research of Application-Oriented Personnel Training Mode as the Guarantee

The application-oriented undergraduate colleges should find out their own teaching advantages, accurately distinguish the differences with vocational and technical colleges and research universities, and set training objectives according to social needs and their own teaching advantages. On the premise of promoting the local economic development and combining with the local characteristics, we should cultivate the pedagogical professionals with high quality, wide knowledge and strong ability, so as to promote the quality of the local population. The students of Pedagogy Major should have good professional foundation, wide knowledge, strong comprehensive ability, and be able to actively develop themselves according to the needs of the environment, with a strong sense of innovation and innovation ability. It provides a platform for students to master advanced educational theories in line with the spirit of the times and to form the concept of quality education. The rest of the required courses are mainly to lay a foundation for the formation of students' generous professional quality (including the ability of discipline education and scientific research) and educational skills. Practice teaching can make the curriculum study of pedagogy become a place for students to think, internalize, feel, communicate and improve, a platform for teachers and students to talk, communicate, explore and research, and a platform for realizing the training goal of applied talents in teacher education specialty. The setting of specialties must proceed from reality, and "reality" includes the actual conditions of the school, such as the hardware conditions of teaching, experiments, books, etc., the number, quality, professional background, and "double-qualification" status of specialized teachers, and the existing software conditions such as the layout and influence of disciplines and specialties in the school.

According to the law of higher education and the talent training plan, it is the key for the application-oriented colleges and universities to equip the "double qualified" full-time and part-time professional teachers with sufficient quantity and reliable quality. In terms of system and professional title evaluation, teachers of educational technology are encouraged to engage in scientific research in this field. Students and university teaching can also benefit from the promotion of teachers' scientific research level and academic ability. Through the acquired learning and training, so in the daily teaching, the education professional training needs to pay attention to the cultivation and exercise of students' comprehensive quality, can carry out daily class management, can also carry out macro education management. The orientation of training objectives is determined by the discipline nature and practical character of pedagogy, which has sufficient theoretical and practical basis. Understanding the value of education. Only on this basis can normal students form their interest and emotion in education, establish their sense of mission and responsibility to show themselves in education, maintain inexhaustible motivation in yearning for and pursuing education, display their talents, enhance their value and realize a happy professional life in education. You can also arrange some other training, such as computer training, psychological counseling certificate training, etc. Through the training of various knowledge, let students master more skills. Effectively improve the comprehensive ability of students and meet the needs of employers. Relevant factors of practical ability can be quantified concretely, and schools, industrial enterprises and students can be given different proportions of evaluation weights, so as to jointly evaluate the quality of talents and ensure the scientificity of evaluation.

4. Conclusion

This paper studies the exploration and practice of the training mode of applied undergraduate education. The training goal of pedagogical talents is dominated by practical ability, so we should pay more attention to the practical framework of talent training mode in curriculum setting. Through the practical teaching of pedagogy, normal students can experience, comprehend and harvest in the vivid, fresh and intelligent educational activities, so as to realize the understanding of educational practice, educational essence and educational ideal. The formulation and improvement of development goals, the thinking of macro and micro issues such as talent training goals,

professional settings, discipline development, etc., and the application-oriented talents in the planning refer to the guidance of certain theoretical norms. The talents who apply knowledge directly to the social practice field closely related to social life and seek for direct benefits for the society. Correctly treating all kinds of thoughts and opinions and refusing confinement thoughts can help solve these problems and disputes, and can make the development of disciplines and specialties go better, improve students' moral sentiment, professional ethics and innovation ability, and make students shine in the future education work. In addition, colleges and universities should combine with local development and cultivate high-quality teaching professionals according to local actual conditions, thus improving the quality of education professionals in colleges and universities.

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