

Evaluation and Promotion Strategy of Pedagogy Discipline Competitiveness in Application-oriented Universities

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Abstract: To carry out the pedagogy major, the application-oriented universities should combine the current situation of the education field, pay attention to the future development of pedagogy, improve the competitiveness of the pedagogy major, and integrate the development goals with the existing teaching objectives. Many application-oriented colleges and universities still use the traditional teaching mode in the classroom teaching of pedagogy, which does not fully meet the objective requirements of quality-oriented education, resulting in the low competitiveness of students entering the society after graduation. All these reflect the difficulties of application-oriented colleges and universities in the quality of pedagogy training and students' ability to create employment. This paper will mainly discuss and analyze the evaluation and promotion of the competitiveness of education subjects.

Keywords: Application-oriented universities; Educational disciplines; Competitiveness and promotion strategy

Preface

Applied colleges and universities need to clear the task of cultivating talents and cultivating applied talents, so in the process of the whole education quality, to actively towards the application ability direction transformation, improve the quality of talent training and discipline construction, subject is the most basic academic unit, subject teaching ability reflects the competitiveness of and comprehensive education ability of colleges and universities. Now some applied college pedagogy students professional interest in pedagogy, think pedagogy professional learning content is relatively empty, this not only need to get our attention, more requires us to reflect, in view of the present situation of pedagogy teaching reform, improve the teaching efficiency of pedagogy, let students to have stronger professional performance after graduation, this is every college educators need to pay attention to the major issues.

1. The competitiveness of pedagogy major teaching in colleges and universities

1.1 The teaching objectives are inconsistent with the teaching content, and there is a gap between the learning content and the practical application

By investigating applied university pedagogy professional students after graduation, mainly has the following several aspects of employment, a teacher, two administrative personnel, three scientific research personnel, and the direction of the pedagogy professional most for teachers, so college teachers need to graduates in these years, for the corresponding teaching objectives, to set up the reasonable teaching content. Application-oriented colleges and universities should focus on students' practical ability, match the teaching objectives and students' employment direction, and set up appropriate curriculum structure^[1]. However, the educational curriculum of many application-oriented universities has not changed for many years, whether the learning textbooks, classroom teaching content and extracurricular practice links are relatively rigid. The classroom teaching atmosphere and form of expression all reflect the problem of insufficient classroom upgrading of pedagogy majors. Some students choose pedagogy major before entering the school, but after starting to study, because they do not learn the knowledge they want, and they have less interest in the subject. The reason for this problem is closely related to the teachers' classroom teaching methods.

1.2 The textbooks overlap and lack of effective teaching time

Compared with other disciplines, the major of pedagogy started in China late, which leads to the small difference of some

professional textbooks in the content of teaching materials, and each version of the textbooks generally lacks their own views and lack of innovation. In addition, their textbooks for some branch disciplines closely related to pedagogy are often similar to pedagogy. On the one hand, the overlap of these contents is because of the certain correlation between knowledge, but it also makes students majoring in education not competitive enough after graduation, and it is difficult for them to improve their professional quality.

1.3 The influence of utilitarian teaching orientation on pedagogy major

The purpose of educating people in application-oriented universities is to send more high-quality and highly skilled talents into social jobs. However, the current social employment difficulty has become a problem that many college students begin to worry about before entering the university. Many students did not realize that teachers need to have what kind of ability and quality, just blindly worry whether can become a teacher after graduation, this utilitarian mentality will cause adverse effects on students during the period of school learning, excessive utilitarian heart will increase students' vacant state, let the students lose learning passion, thus bring negative impact on pedagogy learning. And some teachers also only teaching as part of their daily work, lack of teaching passion, teachers and students double utilitarian psychology will reduce the competitiveness of education subject, make the education content superficial, only problems closely related to personal interests in the first place, reduce the teaching effect and effectiveness.

2. Strategy for improving the competitiveness of education disciplines in application-oriented universities

(1) Strengthen the construction of talents in educational disciplines and characteristic specialties To improve the competitiveness of pedagogy, we first need to strengthen the introduction of talents. Many teachers in application-oriented universities are weak in professional quality, and a lot of knowledge is still limited in the past disciplinary achievements, etc. Even in some application-oriented universities, there is serious polarization of subject resources. In order to improve this problem, colleges and universities need to increase the training of top-notch talents, absorb high-level talents, build a discipline team headed by academic leaders, and truly strengthen their own teaching team ^[2]. Applied colleges and universities should also pay attention to the young teachers ability exercise, on the subject education through “mentoring”, strengthen the education discipline talent reserve, especially to highlight the double type teacher team construction, have rich experience in teaching industry excellent teachers as part-time teachers, or make school teachers in social education practice, through the combination of theory and practice, shaping applied universities discipline characteristics, create a good environment for discipline development.

(2) Improve the quality of talent training and improve students' ability of innovative employment

On discipline optimization, applied colleges and universities to understand social demand, strengthen the construction of applied university education disciplines, revised more perfect professional personnel training plan, set up the training target, especially on the proportion of applied courses, to theory and practice together, also pay attention to the demand docking, really improve the applied university education professional students' teaching skills, in order to improve the comprehensive competitiveness of enterprises in the job market. On the direction of talent training plan, to adhere to the “quality, knowledge, ability” is short of a new dimension, pay attention to the communication between enterprises, build benign mutually beneficial win-win learning mechanism, let the student to study in the school into the enterprise to participate in the teaching practice, understand the problems of their own learning, speed up the ability to ascend, so as to better match in the job market demand ^[3].

(3) Improve the quality of discipline scientific research and highlight the proportion of scientific research achievements

In view of the problem that the education disciplines of application-oriented universities need to focus on improving their own scientific research level, increase the construction of discipline platform, attract high-quality talents to join the school, pay close attention to the teaching quality, and pay attention to the integration of knowledge and social needs. Applied colleges and universities should also according to their own teaching situation, build characteristic training system, the teaching quality competitiveness as the main goal of scientific research work, improve the level of scientific research, the application of scientific research and teaching practice together, through the declaration of scientific research projects, make education disciplines and branch professional discipline form depth fusion, strengthen scientific research innovation, scientific research incentives for teachers, improve the applied university pedagogy scientific research ability and influence ^[4]. For teachers, applied colleges and universities to focus on its social service ability, encourage teachers and students to participate in the social service activities, by participating in social practice understanding education subject development present situation, in the process of education optimization, improve their teaching quality, and in the process of participation in social service and practice, also for teachers to master first-hand

scientific research materials, scientific research ability and practice ability together, to improve the comprehensive quality of college education teachers and humanistic quality, improve the teaching content, improve the applied university pedagogy subject atmosphere. In the process of contact with practice, students can also change their utilitarian orientation, focus on school learning and practice, and make good use of the precious opportunities of learning in school to study hard. In this regard, college teachers should also actively guide students and pay attention to the fluctuations of students in pedagogy learning psychology and timely correct them.

Epilogue

To sum up, applied colleges and universities need to combine their own teaching characteristics, pay attention to practice, strengthen their scientific research ability, composed of professional echelon of teachers, through the construction of double type teachers, let the traditional pedagogy education demand and the new demand for pedagogy docking, strengthen the pedagogy professional teachers of the depth of the subject. Also want to change the cognitive dilemma of traditional applied pedagogy, improve teaching methods, on the teaching material selection and teaching content innovation, continuous breakthrough, constantly refining learning content, organization teaching practice, focus on the students learning content of systematic and relevance, increase the teaching practice, teaching checking and collect teaching feedback, will effectively improve the competitiveness of pedagogy disciplines as the key to improve the teaching quality, with stronger teaching ability, cultivate social talents, improve the quality of talent training and employment.

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