

Practical Teaching Reform of the Training Goal of Applied Innovative Talents

Hui Zhan

Wuchang Institute of Technology, Wuhan 430065, China.

Abstracts: Teachers should aim at high-level applied and innovative talents with international background, highlight the school running characteristics of campus culture, and put forward the scheme of practical teaching reform, to reasonably train students. We should cultivate students' knowledge and level and break the theoretical nature of teaching materials. Teachers should be practical, let students have a bright future, and strengthen students' applied and innovative education. Teachers should stimulate students' intelligence, and students should actively display their works, give full play to their advantages and improve themselves. Communication electronics course is a practice oriented course. Students should improve their relevant knowledge and learn to innovate.

Keywords: Applied Innovative Talents; Training Objectives; Practical Teaching; Research Strategy

1. Introduction

Education is in the stage of reform. The construction of national knowledge innovation system requires teachers to cultivate higher talents, meet the needs of society, promote the integrity and tightness of higher education disciplines, in order to help students survive and develop in social competition. Teachers should take the external environment and schools as the basis, train applied talents as the goal, and strengthen the service of teaching. Teachers can compile teaching materials according to their own understanding of the subject, so as to integrate students with industry practice. This paper investigates the current situation of the practical teaching reform of the training goal of applied and innovative talents, and puts forward the countermeasures.

2. Clarifying the direction of practical teaching and improving the application and innovation ability of talents

Teachers should provide students with rich and colorful practical training projects and strengthen the interaction with courses. Teachers should give students certain simulation design conditions, so that students can learn to design, think about practical courses, and achieve good communication and interaction with teachers and students, which ensure the opening of students' practical training effect. Teachers should make students based on employment and strengthen their practical teaching. For higher education, improving the quality of teaching and talents is the first priority. Teachers should constantly adjust their teaching strategies and trigger the thinking and exploration of scholars in teaching posts. Teachers should have a complete set of model and curriculum system for cultivating applied talents and constantly improve their quality. Students continue to expand their own problems. Teachers should help students solve the situation of limited laboratory resources and improve students' practical effect.

For example, teachers eliminate the obstacles of innovation and application ability, standardize students' learning steps and give full play to students' subjective initiative. They can demonstrate for students, and students can observe and operate to improve their learning efficiency. Teachers should provide students with rich practical teaching resources and exercise their abilities in all aspects. Students should be able to integrate theory with practice and innovate their own vitality. Teachers can create some practical opportunities for students with the help of enterprises. Enterprises should provide students with certain business projects. Students can browse the contents of the projects, master them comprehensively and give full play to the

value of practice. Students should naturally and smoothly combine theory with practice, analyze and solve problems. Teachers should exercise students' practical ability and comprehensive quality. Students are required to not only consolidate the knowledge they have learned, but also connect various knowledge in series to improve their comprehensive practical ability. Students should participate in it and complete it independently. Teachers should arouse students' thinking and promote students' autonomy and sense of responsibility.

3. Improving practical teaching links and enriching practical teaching

contents

Teachers should reform the theoretical teaching content and enhance the pertinence and comprehensiveness of applied talents. Teachers should constantly communicate with students, teach students according to their aptitude and reform the mode of practical teaching. Teachers should carry out level and targeted training according to the difficulty of the project and students' ability. Teachers can set up some competitions and open activities for students, get rid of the single disadvantage of traditional practical teaching and enrich the form of practical teaching. Teachers should manage students' practical teaching to a certain extent, have a complete assessment system, and guide students to accept the cognition of practical education, so as to have the power of innovation, reduce the gap between students and meet the social demand for high-quality application talents. When students conduct practical courses, they should clearly observe the effect of circuit operation, be more familiar with the working principle, and better design and analyze relevant knowledge. Teachers should constantly analyze the current situation of their teaching and students' learning, so as to create an efficient classroom.

For example, teachers should implement the innovative talent training mode of people-oriented and student-centered, pay attention to the cultivation of students' critical thinking and innovative habits, while students should learn to actively construct the meaning of knowledge, innovate their own consciousness, pay attention to teachers' teaching, learning and use. Teachers should update their teaching concepts around the goal of talent training, train students to find a breakthrough in reform. Teachers should have advanced guidance and the guarantee of scientific system, and school management at all levels should form a joint force to promote the process of reform. Teachers can take the research results as new teaching cases and introduce them into application-oriented innovative teaching activities to enrich students' teaching content and give students some opportunities for practical exercise to achieve win-win results. In the training process of applied innovative talents, we should give full play to students' subjective initiative, let students actively participate, consciously think about various operations, and learn to consult data through the network, communicate with classmates and teachers to help themselves. Teachers should strengthen the management of experiments and let students use experimental equipment to facilitate their study. Teachers should carry forward the spirit of unity and assistance of students and let students use equipment to coordinate with each other.

4. From the perspective of students, improving the construction of practical teaching teachers

Teachers can set certain topics for students to explain and analyze students' problems. Students should learn to summarize their experience and report to teachers. Teachers should prohibit experimental teaching from becoming a mere formality, stimulate students' consciousness and let students have the basis of practical teaching. Teachers' practical teaching focuses on the on-site teaching method, and constructs the diversification of classroom and social practice, in order to guide students to carry out multi-level social practice activities, and guide them to complete independent topic selection. The cultivation of scientific research ability is based on students' observation and data collection in social practice, which plays an irreplaceable role. Teachers should create a loose and harmonious humanistic environment to make the healthy growth of applied and innovative talents. In practice teaching, we can use virtual simulation technology to assist, update our own teaching means, reform the electronic technology course, and optimize the teaching mode to improve students' innovation ability.

For example, teachers should constantly optimize the contents and methods of practical teaching and give full play to students' personality and growth. Practical teaching optimizes the structure and quality of students. Students should improve the synchronization of their own practice and development, and have certain potential and interest to explore independently. The school can set up relevant experiments and social security for students to improve students' thirst for knowledge. Teachers can provide students with good experimental conditions and improve students' interest in scientific research. Teachers can choose and consider the mixed teaching mode. Teachers can combine the actual situation and production tasks of enterprises to let students have certain practical goals and complete relative products. Teachers should let students understand the direction of practical teaching reform of electronic information specialty, enhance students' professional skills, and fully tap educational resources, on order to cultivate relative talents according to market research. Students should have strong comprehensive knowledge application ability and accurately locate faults through the judgment of the operation status of electronic products. Teachers should constantly guide students with strong learning ability, provide students with a good practice environment and formulate corresponding plans and training courses.

5. Giving targeted guidance to students and improving their practical teaching efficiency

Teachers should guide students to learn cooperative learning, reduce students' learning burden in the spirit of competition and unity, liberate students' physical labor, and let students learn to conceive and communicate. Teachers should pay attention to the investigation of students' knowledge and skills to test their mastery. Teachers should innovate the way of assessment, let students learn to discuss experimental topics, and combine theory with practice. In the process of practical teaching, teachers should let students have a certain purpose and selectivity, and develop students' divergent thinking. Teachers should encourage and tolerate students' humanistic spirit of questioning, so that students can develop, students should master knowledge, teachers should respect talents, promote academic development and make talents stand out. Teachers' assessment of students should follow the principle of emphasizing ability and effectiveness, which can include two parts: examination scores and ordinary scores, so that students can combine attendance and listening, and allow students to use and operate experimental equipment. Applied talents are between academic talents and professional skills. Teachers should let students complete the core task of learning and be guided by learning results. Teachers should realize the traditional normal through classroom theoretical teaching. Teachers should ensure the extension of students from in class to outside class, cultivate students' ability, let students operate, think and practice, so as to promote the improvement of teaching quality and the successful transformation of talents.

6. Conclusion

Teachers should be guided by industry and social development, enrich the content of practical teaching and strengthen the construction of teachers. Practical teaching runs through the whole process of higher education. Teachers should make a series of training programs to improve students' knowledge and literacy. The cultivation of innovative application talents should turn to professionalization and meet the management of curriculum mode and teaching mode. Teachers should design reference and evaluation questions, discover students' thinking and let students have a certain cognition. When carrying out training, teachers should let students build a platform to show themselves, gain and achieve something.

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