

Research on Improving the Quality of Practical Teaching in Applied Colleges and Universities

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Abstract: Practical teaching is the key teaching to improve students' professional skills, and in China's college education practice teaching strength is not up to standard, it is difficult to achieve the ideal teaching objectives, so how to improve the quality of practical teaching in application-oriented colleges and universities is particularly important, this paper analyzes and studies.

Keywords: Applied university; Practical teaching; The quality of ascension

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Nowadays, the demand for talents is getting higher and higher. In general, practical talents can solve problems better and create more practical value in the process of social construction, so they are more yearning for practical talents in social construction. Due to the changes in our requirements for talents, the teaching mode of colleges and universities, as the main position to cultivate talents, needs to be improved accordingly. In recent years, colleges and universities have been paying attention to and making efforts to improve the quality of practical teaching.

1. Practical teaching status and problems in applied universities

1.1 The strength of practical teaching still needs to be strengthened

There is no denying that since the new curriculum reform, the reform and development of the education pattern in colleges and universities in our country, the education ability obtained the qualitative leap, in applied college education to the past, we are no longer the arrangement of the large scale theory knowledge teaching, adopt a practice base practice teaching, lab teaching, university-enterprise cooperation practice teaching pattern to strengthen the practice teaching. However, in view of the actual situation today, the strength of practical teaching in application-oriented colleges and universities still needs to be further strengthened. In some application-oriented colleges and universities, although the importance of practical teaching has been recognized from the concept, it is difficult to realize the synchronization of practical teaching with the concept. Many college teachers still set more theoretical knowledge teaching content in the teaching process, resulting in the proportion of practical teaching content is too small, theory can not fully and timely connect with practice, resulting in the dislocation between theoretical teaching and practical teaching, which is unfavorable for improving the comprehensive teaching level of colleges and universities.

1.2 Practical teaching conditions need to be improved

The development of practical teaching has put forward new requirements for the infrastructure construction of colleges and universities, because many practical teaching cannot be carried out without the professional basic conditions of practice base, experimental equipment and so on, which requires colleges and universities to increase the investment in practice sites, practice equipment, laboratory construction and other aspects. There are many colleges and universities in China, and the demand for practice bases and teaching materials is huge. The infrastructure construction related to practice needs a large amount of money. Therefore, the construction of practical infrastructure and conditions is a long-term and sustainable road. Haven't construction of practice base construction of colleges and universities need to increase investment base, construction of practice base of school need to have a long-term maintenance and update functions, this requires the government and the school into a lot of money, now part of kaohsiung is insufficient funds, so practice base, inadequate equipment construction practice, the imperfect situation, This is a hindrance to the development of practical teaching.

1.3 The faculty needs to be further strengthened

The teachers employed by application-oriented colleges and universities in China are all excellent teachers. They have very good educational experience, dazzling diplomas, and rich theoretical knowledge and thinking ability, which is very lucky for college students. However, under the background of practical talent cultivation, college teachers also show their own shortcomings, that is, most of them lack practical experience to a certain extent. Although many college teachers have received higher education, they often start to teach after graduation and have not really engaged in the work related to the major they teach. Therefore, their experience

in practical teaching is not enough, and they have the problem of going ahead with practical experience. In a word, colleges and universities need to further strengthen the teaching force, colleges and universities should expand enrollment according to the actual situation, so that the teacher talent is more diverse, but also to strengthen the training of existing teachers, professional quality and practical ability of substitute teachers.

1.4 The management system needs to be improved and strengthened

A set of scientific and perfect management system can get twice the result with half the effort, improve the work efficiency within a system and achieve better work results. It is very necessary for application-oriented universities to establish a set of scientific and perfect management system. In terms of applied university practice teaching management system, management system, most of the colleges and universities still adopt the traditions of the past neither set up specialized practice teaching management structure, also did not specify the relevant director, this leads to the teacher in recourse for practice teaching difficulty, in the practice teaching mistake is not found, no one shall be investigated for, It greatly hinders the improvement of practical teaching efficiency and teachers' practical teaching ability. In the case of imperfect management system, the responsibility cannot be assigned to people, the responsibility cannot be clear, and the process is unsupervised, which makes it difficult to improve the efficiency of practical teaching.

2. Ways to improve the quality of practical teaching in application-oriented universities

2.1 Further build and improve the teaching system

Practice teaching is a key link in the cultivation of applied talents in colleges and universities, and its quality evaluation should be guided by student satisfaction. Based on constructivism theory, the path system of improving student satisfaction in practice teaching should be constructed from four aspects: the process of practice teaching, teachers, environment and quality control.^[2] The practical teaching system of applied universities refers to a teaching system that contains a series of practical teaching factors and can be connected in series with a scientific and reasonable logical relationship. Such as should be included in the teaching system to cultivate specialized talents oriented core idea, for the purpose of cultivating talents for the main function of social construction and concrete practice students as the main factors such as teaching contents, practice teaching and the monitoring, management of practice teaching, practice teaching form, logic, and the content of practice teaching goal system in series, Realize the teaching function of 1+1 greater than 2 in the system. At the same time, the practice teaching system should also include a scientific and perfect practice teaching management system, so as to clarify the responsibilities of teachers and the supervision obligations of management.

In order to better build and improve the practical teaching system of application-oriented universities, it is necessary to obtain the support from the school level. First school on the top of the practical teaching design should be scientific and reasonable, it is necessary to define the purpose of running of schools, positioning, and secondly to professional related enterprises and emerging industries of understanding and research, strengthen the administrative, business, government, schools and other key departments actively participate in professional Settings and depth, the commission, the expert group opinion extensively absorb, We should treat, discuss and revise the talent training programs of different majors seriously, so as to make the practical teaching framework and ideas clearer and more reasonable. Schools should do a good job in the overall specific planning of practical teaching of different majors, to achieve a six-in-one teaching system of skills evidence collection and training, graduation design, curriculum design, practical training, practice, practice, etc., but also to carry out the second class teaching of social practice, scientific and technological innovation.

2.2 Reform and innovate the content and methods of practical teaching

In applied in the process of teaching, practice teaching is not separate, theory teaching is not a single, only combine theory and practice of depth, of the logic teaching can help students form the theory system of practical skills, students will be able to in the mind to achieve mastery through a comprehensive study of theoretical knowledge and relevant skills, Only in the face of the problems that need to be solved can the comprehensive skills be transformed into the practical ability to solve the problems and achieve the creation of value. College teachers should extend the traditional single theoretical knowledge teaching to the level of entrepreneurship and innovation knowledge, interdisciplinary knowledge, cultural quality knowledge and so on, and promote the formation of practical teaching system. The six-in-one practice teaching is carried out for the purpose of single skill application and theoretical knowledge verification. Schools also use education advantage to strengthen cooperation with the depth of the relevant enterprises, jointly by establishing and maintaining practice base, will be introduced to the enterprise in the project practice base in campus, and to encourage and guide the teachers and students involved, such not only the students' practical consciousness and practice ability can be strengthened, at the same time also can further enrich the teachers' practical experience. At the same time, the school can also develop the virtual simulation project, strengthen the application of modern information technology in practice teaching, expand the channel of practice teaching, enrich the connotation of practice teaching, strengthen the depth and breadth of practice teaching, and expand the teaching space and time.

The confirmation of practical teaching content should be based on the social demand for students' skills and abilities, and then should be closely connected with the latest theoretical knowledge mastered by current students, and should conform to the new characteristics of the major, so as to strengthen the systematic and vertical coherence of practical teaching. In the process of practice teaching for students majoring in different planning, teachers shall reasonably set the proportion of theory teaching and practice teaching, theoretical study, after all, is the basis of the practice of learning, from the successful practice of theoretical knowledge is difficult to be born, away from the practice of theoretical study is an armchair strategist, only between the two are closely linked and appropriate percentage to get to a better teaching effect. In the aspect of experiment project opening, we should reduce the experimental content of verification and demonstration, and strengthen the experimental project of design, innovation, comprehensiveness and application, only in this way can we improve the effective practical ability of students.

2.3 Innovate and improve practical teaching management

In order to improve the efficiency of practical teaching, it is necessary to realize the sharing of practical teaching resources in schools. To achieve this goal, schools need to set up special institutions to plan and distribute practical teaching resources. Application-oriented colleges and universities can organize excellent education administrators or workers to set up practice teaching management groups based on the actual needs of the school to promote the improvement of the management system. In addition to participating in the formulation of the content and form of practical teaching, the management group also supervises the practical teaching work of teachers and provides corresponding help to teachers. In addition, it also manages and distributes the practical teaching resources of the school in a unified manner so as to achieve the highest utilization rate of teaching resources.

Secondly, colleges and universities should increase the openness of the laboratory, make the laboratory into a comprehensive platform for innovation and practice, encourage students to actively participate in the practice of independent experimental projects of colleges and universities, enhance students' awareness of autonomy, cultivate students' awareness of innovation, and strengthen their creative ability in the process of experimental teaching. In addition to on-campus practice projects, schools, teachers and students should also pay close attention to social practice opportunities. For example, off-campus institutions will hold professional practice competitions on a regular and irregular basis. Teachers can organize and encourage students to participate in the competitions to enhance their competitive awareness and application ability.

2.4 Further improve the management system

The quality of talents training in applied colleges depends on teachers' practical teaching ability.^[3] In order to improve the quality of practical teaching in colleges and universities, scientific and rigorous management mechanism is needed as the backing. For example, colleges and universities should set up special management institutions of practical teaching and assign special managers to take responsibility for each person, so as to strengthen the implementation of relevant staff. For example, the president should be responsible for the leader and person in charge of the entire governing body, and indicate the general direction of work; The vice principal is responsible for the subsequent planning and overall arrangements, the educational affairs group is responsible for the management and implementation of specific work, teachers need to do a good job in the actual teaching planning and implementation. After the management team is established, a scientific and reasonable management system should be developed. All work should be carried out in an orderly manner within the scope of the system.

3. Conclusion

Applied university's main objective is to transport applied talents for the society, education of applied talents need lots of practice in the process of learning and training, only in the process of practice and experiment, the students' ability to recognize my own shortcomings, will be more efforts to study and practice the knowledge skills, to shorten the gap between themselves and social needed talents standard, Both schools and teachers should make efforts to improve the practical teaching ability of colleges and universities.

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