

On Undergraduate Teaching Reform from Social Demand

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Abstract: The era of knowledge economy, to cultivate undergraduate talents of high quality is the basic demand of social development, and the job of undergraduate course teaching reform not only faced the requirements of social development, but also will teaching target positioning in the enterprise, to meet the needs of modernization of employment, entrepreneurship, asked the students with a strong moral accomplishment, become can meet the demand of social development of undergraduate talents with high quality. Based on this, the article analyzes from the Angle of social demand, firstly introduces the ability requirements of undergraduate talents, and then puts forward some effective reform strategies from four aspects of teaching objectives, methods, contents and achievement evaluation for reference.

Keywords: Social needs; Undergraduate teaching; The reform way

Under the condition of market economy, the key to the success of undergraduate education is whether the graduates can be used by employers. When higher education is gradually moving towards the direction of mass development, the society has put forward more stringent requirements for talents and the mode of running schools. In this situation, how to actively deal with the teaching activities of colleges and universities should be the focus of consideration.

1. Talk about the ability requirements of undergraduate talents

1.1 Professional ability

From the perspective of international scope, since the beginning of the new century, the universal ability of human resources has been significantly improved, which includes key skills, core abilities and other necessary contents covering the reform of higher education. For undergraduates, the development of inner quality, especially core competence, should also be taken into account when training their own majors. The development of general ability is highly targeted, requiring that in the overall development mode, there are certain differences in professional ability for different positions, which should not only reflect professional skills, but also highlight the differences in general ability. Moreover, the versatility and professionalism of the so-called professional ability often become important human capital due to different weights, so it is necessary to carry out appropriate reforms and updates in the professional ability in undergraduate talent training. Compared with other majors, computer majors emphasize teamwork ability and learning ability, but also cultivate high-quality talents in finance and economics, including thinking ability and professional ethics. However, the professional ability of human resource management is organization, coordination and language expression. In this regard, undergraduate students should combine their own actual situation, do a good job in career planning, consciously exercise their professional ability.

1.2 Innovation ability

Develop undergraduate students' innovation ability based on knowledge. This is because the development of professional knowledge and innovation ability are mutually successful, master more theoretical knowledge, then the development and formation of innovation ability is more perfect. In this regard, teachers need to carry out necessary reform and innovation in classroom teaching activities, do a good job in professional theoretical knowledge teaching, broaden students' cognitive scope, and lay a solid foundation for the development of innovation ability. At the same time, teachers should pay attention to the latest dynamic news of undergraduate students skillfully infiltrate the classroom, choose the right time to introduce to students, so as to broaden the cognitive scope of students and develop their innovative consciousness. For example, teachers take this opportunity to properly introduce the achievements of scientific research and innovation to students, so as to play a role of guidance

and demonstration, and exert a profound influence unconsciously. Furthermore, colleges and universities should appropriately increase the proportion of corresponding courses to allow students to develop across disciplines, optimize the knowledge structure of undergraduates, and lay a solid foundation for the development of a certain specialty.

1.3 Social adaptability

The social adaptability of undergraduates is a state that is achieved in the living environment and coordinated with the environment, which is composed of independence, learning, anti-frustration and interpersonal communication. In the era of knowledge economy, the society has put forward higher requirements for undergraduates, and the employment situation is extremely severe due to the increasing number of graduates each year. In this case, enterprises are difficult to recruit suitable outstanding undergraduates. Therefore, the primary task of cultivating outstanding graduates needed by the society is to improve students' social adaptability, gradually recognize the gap between themselves and social development, further improve and improve, fully reflect their own value, can better display themselves, and make contributions to social development.

2. Second, from the social needs of undergraduate teaching reform approach

2.1 Reform of undergraduate talent training objectives

On the one hand, the orientation of employment, on the other hand, the level of professional development of knowledge personnel.

From the Angle of employment orientation analysis, aiming at the current social market in the undergraduate major orientation is not clear, propaganda work is not in place. Relevant departments should have a precise professional, subject positioning, to eliminate the social ambiguous recognition of this major and high school teachers should objectively introduce the characteristics of a major, so that high school students have an accurate understanding of it before applying for the examination. Finally, in the selection of employment and entrepreneurship, teachers provide corresponding recruitment information for graduates and give preference to undergraduates in the selection of talents. When the positioning of the discipline and professional courses is clear, it is necessary to do a good job of popularization in the social market, timely obtain the recognition of all sectors of society, to avoid the employer's lack of clear recognition of this major, so as to avoid undergraduates in the road of job hunting encountered more obstacles. Secondly, the professional orientation can deepen the professional identity of undergraduates. For example, in the examinations of civil servants and public institutions, the positions that undergraduates can register for are set up, or specific positions for a certain major are set up to reduce the employment pressure of undergraduates.

At present, the level of agricultural education and the object of employment determine the level of professional level of students trained by undergraduate education. For example, the orientation and talent training level requirements of an undergraduate university include three aspects: undergraduate education, graduate students and international students. Some meet the needs of national and regional development, and some highlight teachers' educational ability. In the overall orientation of talent training, comprehensive quality development is taken as the benchmark, innovation quality is the core, and the orientation of "both connotation and characteristics" is adhered to to cultivate applied talents with strong practical ability to meet the needs of basic education reform and development, regional development and social needs. It can be seen that the teaching goal of undergraduate students is to meet the requirements of modern talents for various types of enterprises, and to have innovative ability, professional quality, and to meet the needs of the post high-quality application-oriented talents.

2.2 Reform of undergraduate curriculum system

In order to adapt to the social demand and achieve the training goal of high-quality application-oriented professionals, the professional curriculum system needs to be reconstructed to reflect the market-oriented undergraduate talent training needs, so that students can meet the requirements of the job post when acquiring knowledge and skills. In view of the mismatch between market demand and talent development, it can be understood that the social adaptability of undergraduate talents trained by colleges and universities is low. Facing this situation, it is necessary to actively think about how to effectively reform and optimize the curriculum system from multiple aspects to ensure that the students trained by the reformed curriculum can adapt to the employment demand.

First of all, the construction of comprehensive ability based curriculum standard system. Design courses according to job requirements, formulate reasonable standards, and make clear that the characteristics of curriculum system reform are diversification and integration. The former is mainly to solve diversified problems, that is, to provide more choices for undergraduates in curriculum setting. The latter to develop the comprehensive ability of students, to ensure that employment can meet the needs of enterprises. In this regard, based on the modular reconstruction mode, appropriately increase the proportion of prac-

tice, promote exploratory and interactive teaching methods, so that students become the subject of activities.

Second, professional ability oriented. Major endows people with survival skills, but at present the knowledge taught in undergraduate colleges and universities is still biased towards theory, which has not reached the point of students' professional ability development, so it needs to do a good job in many aspects of improvement. For example, teaching activities in professional class hours need to combine theory with practice. And each course needs to arrange the course practice interaction, to ensure that students have specific practice opportunities, in the process of practice to realize the development of self-ability.

2.3 Reform of teaching methods

As far as teachers are concerned, the primary task is to study the basic situation of undergraduates, reform teaching methods, abandon lecturing teaching mode, gradually change to inquiry, interactive, heuristic and discussion teaching, and know which methods should be used continuously and which methods should be abolished. For example, dialogue teaching, in the process of teaching and learning, cultivate students' interpersonal skills, and then form a unique social phenomenon. In communication and cooperation, carry out in-depth dialogue, understand that teaching is not a teacher's job, but need students to actively participate in it, and form a good situation of teacher-student interaction.

Schools should not only encourage professional teachers to reform actively, but also understand the significance of teaching reform methods, construct perfect activity mechanism, support teachers to devote themselves to teaching vision, provide effective conditions, take reasonable measures, and create a harmonious atmosphere for the construction of teaching methods. School will organize a series of training activities to update their concepts of education is given priority to, teaching not with responsibility, all efforts, also need to reasonable teaching skills, methods innovation, for different students choose different teaching method, teaching model based on differentiation, convenient teacher flexible choice.

From the perspective of undergraduate students, teaching and learning are mutually promoting. The teaching reform of the school cannot be separated from the participation of teachers, while the teaching work also needs the support and cooperation of students. Students support the reform of teaching methods, give centralized feedback to teachers' teaching methods, and dare to put forward opinions and suggestions, so that teachers can feel the sense of achievement brought by innovative teaching methods. In addition, students should cooperate with the reform of teaching methods, adopt the form of deep learning, through exploration, questioning and other forms, to achieve effective interaction in the classroom, enhance students' practical ability, realize the effective combination of teaching, learning and doing, and promote the gradual development of undergraduate graduates.

2.4 Reform of performance assessment

With the continuous advancement of undergraduate teaching reform, the course evaluation method should be improved and updated. We should know that the core point of the reform is to build a competence-centered evaluation model, and ultimately improve students' innovation ability and social adaptability. Therefore, it is necessary to analyze from the direction of evaluation form and subject.

In the form of evaluation, in order to ensure that the evaluation meets the learning requirements of undergraduates, it is necessary to adopt a variety of evaluation models, attach importance to the process, always put practical ability through the whole process of learning, carry out necessary optimization and innovation in combination with the basic situation of professional courses, and consider whether students have completed their work tasks. In this regard, the teachers of undergraduate colleges and universities made a detailed interpretation of the overall Plan of Deepening the Reform of Education Evaluation in the New Era, focusing on the ideas and measures of undergraduate education and teaching implementation plan, and detailed interpretation of the requirements of education and teaching, so as to realize the efficient unification of undergraduate theory and practice. Furthermore, combining with the salary assessment mode of enterprises, the school adopts the evaluation European style of "integration of work and study", appropriately introduces incentive mechanism in the professional field, and carries out comprehensive evaluation based on students' salary.

Finally, the evaluation subjects are diversified, including instructors, lecturers and student groups. Students' professional skills should be considered and analyzed from multiple aspects as far as possible. Full-time teachers are the main part, and other evaluations play an auxiliary role to evaluate the level of students' professional skills.

3. Conclusion

As the social competition becomes more and more fierce, the requirements for undergraduate talents become more and more strict. Combined with the current poor situation of undergraduate training, it is recognized that it is the defects in teaching

content, methods and curriculum system, so targeted improvement and optimization are needed. In the future development, it is necessary to combine the needs of social development to cultivate high-quality undergraduate application-oriented talents with strong social adaptability and innovative ability.

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