

On the Necessity and Countermeasure of College Teaching Reform in the Era of Knowledge Economy

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Abstract: Under the background of open society, we ushered in the era of knowledge economy. The advent of the era of knowledge economy has put forward new requirements for compound, practical and knowledge talents. The traditional education system has been severely challenged in the era of knowledge economy and needs to reform and innovate. Higher education, as one of the most important part of our education system, shoulders the responsibility of supplying high-end talents for our country and society. In the era of knowledge economy, the university should reform and optimize teaching model and methods based on the demand of market talent. This paper analyzes the necessity of college teaching reform in the era of knowledge economy and discusses the path and strategy of college reform optimization.

Keywords: Knowledge economy era; Teaching reform in colleges and universities; Reform path and strategy

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Knowledge economy refers to the economy based on the production, distribution and use of knowledge and information. In the era of knowledge economy, knowledge is the core factor to promote the development of social economy, which provides a new opportunity for the reform of college education. Traditional teaching mode cannot meet the needs of talent training in the era of knowledge economy. College education should no longer focus on the original knowledge and skills, but should constantly explore new knowledge, teach students new skills, and carry out more in-depth and comprehensive teaching. The following article mainly discusses how to do a good job in college teaching reform in the era of knowledge economy.

First, the demand for talent standards in economic times.

1. Comprehensive knowledge and practical skills are required

Knowledge is the core element in the economic era, knowledge refers to all the information related to a thing or a discipline, knowledge can promote the formation of talent innovation consciousness, can promote the improvement of social productivity and social economic development, therefore, today's society needs talents with comprehensive knowledge; Practical skills refer to practical labor skills formed under the guidance of theoretical knowledge. With the help of practical skills, we can complete work projects, create new values, and promote the development of enterprises and social progress. Therefore, talents should also have practical skills. In general, the era of knowledge economy requires talents to have comprehensive knowledge and practical skills.

2. Talents are required to have a strong comprehensive quality

In the era of knowledge economy, new knowledge and new skills are emerging constantly, so talents need to have the consciousness and ability of lifelong learning. The current social environment is more complex, and in the process of continuous progress and development, talents need to have a good ability to adapt to the environment; Interpersonal skills play an important role in the era of knowledge economy, so talents need to have good interpersonal skills. Interpersonal skills are related not only to the character of talents, but also to their knowledge and skill reserve. In the era of knowledge economy, talents need to constantly solve the obstacles and problems existing in the current development and constantly create new values. Therefore, talents' scientific thinking ability,

insight ability, organizational ability, communication ability and other qualities are required.

Second, the necessity of college teaching reform in the era of knowledge economy

Colleges and universities are a very important part of China's education system. There are talents with good learning talent and strong comprehensive ability, and there are more superior teaching conditions and teaching resources. Colleges and universities are the cradle of nurturing high-end talents, the distribution and birthplace of knowledge, and play an important influence and guiding role in the development of knowledge economy. In the background of knowledge economy, Chinese colleges and universities should seize the opportunity of reform to promote the quality of college education.

3. Cultivate students' awareness of innovation through teaching reform

In the era of knowledge economy, knowledge has become an important element to promote economic development, and the innovation and renewal of knowledge is particularly important. Knowledge should be constantly changing and developing, only the constant change and development of knowledge can solve the problems encountered in the era of knowledge economy, in order to create new value. College students are the backbone of our social construction. Whether they have the innovative consciousness and creative ability determines the speed and quality of knowledge updating and innovation. Therefore, college students should have strong innovative consciousness. Traditional college teaching mode is not conducive to the formation of college students' innovation consciousness and creativity, so it is necessary to reform and optimize the college teaching mode.

4. Cultivate students' application skills with the help of teaching reform

Under the background of knowledge economy era, more compound and applied talents are needed to participate in the process of social construction and development. Colleges and universities, as the training and conveying positions of high-end talents, should have the function of cultivating compound and applied talents and should become educational institutions related to social production and daily life. From the actual situation at the present stage, Some colleges and universities fail to meet the above needs, so it is necessary to reform and optimize the teaching content and teaching mode, so as to cultivate students' application skills with the help of teaching reform.

5. Promote comprehensive and individualized development of students with the help of teaching reform

Under the traditional teaching mode of colleges and universities, most teachers take knowledge as the main teaching concept in the teaching process, which leads to the excessive emphasis on knowledge imparting and neglects the cultivation of students' core qualities in specific teaching, which leads to the incomplete development of students and is not conducive to their personalized development. In the era of knowledge economy, employers or institutions attach more importance to the comprehensive ability and special ability of talents, so colleges and universities need to develop students' comprehensive ability in the teaching process and promote students' personalized development. At present, the development of college teaching obviously lags behind the economic development, so it is necessary to reform the whole system to promote the comprehensive and personalized development of students with the help of teaching reform.

Third, the approaches and strategies of college teaching reform in the era of knowledge economy

In the era of knowledge economy, science and technology plays a core role in economic development. Science and technology is a comprehensive ability that requires talents with broad and profound knowledge, active and rigorous logical thinking, outstanding and practical innovation ability to apply science and technology flexibly and effectively in order to solve problems and create value in real production or life. In the era of knowledge economy, science is the first productive force, innovation is the first driving force, talents is the first resource, and education is the first way to cultivate talents. Colleges and universities should improve and optimize their teaching based on the actual demand for talents in the era of knowledge economy.

6. Optimize the classroom teaching structure

In the traditional teaching mode of colleges and universities, most teachers take classroom teaching as the main teaching link, theoretical knowledge as the main teaching content, and homework as the means of knowledge consolidation. As a result, the classroom teaching structure is not complete, students lack opportunities to explore and practice in the learning process, resulting in unsatisfactory teaching results and students' progress is not obvious. In this teaching mode, there are two obvious shortcomings: first, there is insufficient interaction between teachers and students in classroom teaching, which leads to poor classroom atmosphere, poor learning state of students and poor teaching effect; Second, students have surface learning phenomenon in the learning process, lack of in-depth thinking and learning opportunities, resulting in low learning efficiency. In order to solve

the above problems, teachers in colleges and universities can try to optimize the classroom teaching structure. Firstly, the course teaching can be divided into three parts: preview before class, explanation during class and consolidation after class, so that the teaching structure forms a closed loop. The three parts of teaching can promote each other and combine closely, which is conducive to improving the teaching effect. Secondly, teachers should pay attention to the latest knowledge update related to this course, and design more novel and comprehensive teaching content for students; In addition, teachers should also pay attention to the adjustment of teaching methods and guide students to conduct independent research and discussion in the learning process through innovative models such as question guidance, online and offline mixed teaching and situational task practical teaching. Teachers should also adopt hierarchical teaching based on the differences of student groups, fully tap the potential and specialty of students, so as to promote the personalized development of students. Finally, teachers should also carry out scientific innovation in the form of homework, such as assigning daily homework, practical homework and cooperative homework for students, so as to promote the growth of students' comprehensive literacy.

7. Optimize the teaching evaluation system

Teaching evaluation is an effective means to test teachers' teaching level and students' learning status, as well as an effective guide to teachers' teaching adjustment and students' learning optimization. In the era of knowledge economy, college teachers should fully realize the key role of teaching evaluation system in the whole college teaching system, so as to optimize and perfect the teaching evaluation system according to the actual needs.

First of all, teachers should optimize the content of teaching evaluation and add learning attitude, practical skills and other assessment contents to the knowledge assessment content base field. Secondly, teachers should optimize the way of teaching evaluation, and conduct teaching evaluation in the new era of diversified evaluation such as task-based assessment and practical assessment. They can also ask parents, school leaders and other evaluation subjects to evaluate teachers' teaching and students' learning, and encourage students to conduct mutual evaluation. Diversified teaching evaluation can reflect the existing problems in teaching more profoundly and comprehensively. Easy for teachers to adjust; In addition, teachers should also make flexible improvements to the teaching evaluation cycle, such as conducting classroom evaluation or online evaluation after each class, so that they can timely understand the learning trends of students and provide guidance for them or optimize the teaching model.

8. Conclusion

The advent of the era of knowledge economy brings new pressure and challenge to Chinese college education, and also provides a new opportunity for college teaching reform. College educators should improve their own teaching concepts based on the current actual social situation and the actual growth needs of students, and look at their own educational cause and the growth and development of students from a macroscopic and forward-looking perspective. It is necessary to reform and optimize the teaching system of colleges and universities based on the demand of talents in the era of knowledge economy.

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