

First-Class Curriculum Construction in Application-Oriented Universities from the Perspective of Industry-Education Integration

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Abstract: Under the new development situation in the new era, with the continuous improvement of economic development and the change of social environment, higher education has come to a good development opportunity. In order to better meet the needs of industry development, Application-oriented Undergraduate Colleges and universities should actively play their own advantages and fulfill their educational responsibilities. It is necessary to actively reform and innovate the teaching mode, from the integration of industry and education to the starting point of improving teaching quality, and through the construction of first-class courses, to effectively improve the professional level and comprehensive strength of students. In this paper, the problems existing in the construction of first-class courses in Application-oriented Undergraduate Universities and effective strategies for the construction of first-class courses from the perspective of Industry-Education integration are briefly described for reference.

Keywords: Industry-Education Integration; Applied Undergraduate Colleges and Universities; First-Class Curriculum Construction Strategy

Introduction

The high-quality development of society cannot be promoted without the application-oriented and innovative talents. Therefore, vigorously developing higher education, striving to build a first-class applied undergraduate program and strengthening the construction of first-class curriculum to implement the demand of high-quality talent cultivation becomes a major development strategy of the country in the context of the new era.

1. Problems in the Construction of First-class Courses in Applied Undergraduate Universities

1.1 Irrational Academic Planning

From the current situation of curriculum construction of applied undergraduate colleges and universities, there is still some room for improvement from the quality of first-class curriculum construction. The reasons affecting the quality of first-class curriculum construction are many, which are not unrelated to the unreasonable discipline planning. Due to the lack of detailed and comprehensive market survey, industry survey, and survey of students' learning needs. As a result, the overall planning of curriculum construction lacks scientificity and lags behind the overall development level of the industry, which leads to a gap between demand and reality, thus restricting the quality of training applied undergraduate talents.

1.2 Poor Integration of Industry and Education

Practice is the biggest influencing factor for the training of applied talents. In order to build a better practice platform for students and create more practice opportunities, efforts need to be made in such aspects as the integration of industry and education, the combination of work and study, and the cooperation between schools and enterprises. However, from the

current development status of Application-oriented Undergraduate Colleges and universities, there is still a certain distance from the construction requirements of double-class colleges and universities, which is due to the lack of sufficient application and innovation in personnel training. Among them, the important reason that restricts the construction of first-class courses in application-oriented undergraduate universities is that the ability of Industry-Education integration is not strong. Specifically, the Application-oriented Undergraduate Colleges and universities have insufficient investment in the implementation of the Industry-Education integration teaching model, such as insufficient investment in the training base, training base sites, facilities and equipment, as well as training and teaching conditions can not meet the needs of personnel training in the modern industry, the training base has insufficient sites, old equipment, and backward training and teaching programs. In addition, the high-quality implementation of the Industry-Education integration teaching model, in addition to relying on the school training base, also includes the expansion to social institutions, groups, large enterprises, institutions, and so on, to establish long-term and deep cooperation with these institutions or enterprises. However, from the current path and scope of University-Enterprise Cooperation in Application-oriented Undergraduate universities, there are certain limitations. The inadequate ability of Industry-Education integration restricts the construction quality of first-class courses, but also affects the quality of first-class personnel training.

2. Effective Strategies of First-class Curriculum Construction in Application-oriented Undergraduate Universities from the Perspective of Integration of Industry and Education

2.1 Strengthen Curriculum Construction Planning

The premise of first-class curriculum construction is to implement the curriculum planning work well, and to reflect the modernity and applicability of the curriculum, that is, the curriculum is adapted to the development of the times, can promote the progress of the industry, is widely applied, can benefit the society and the people. We need to make reasonable choice and scientific planning for curriculum construction, understand the relevance between curriculum and industry, and combine this relevance to clarify the content and path of curriculum construction. Then, from the perspective of curriculum resources, construction methods, construction models and paths, we should continue to study, actively practice, and carry out hierarchical planning, and carry out in-depth and continuous promotion at the first level. Only in this way can we make the curriculum construction rely on, closely adapt to social development and industry needs, and also better meet the personalized and diversified learning needs of students. In addition, in the planning of curriculum construction, we should fully consider the feasibility and pertinence. The so-called feasibility needs to rely on certain research results. The pertinence is to aim at the current realities of colleges and universities, such as the current economic level of colleges and universities, the level of teachers. We should make reasonable planning based on these conditions. Only if the planning can be implemented, can it be effective subject construction, otherwise it will only be reduced to formal attention, wasting human and material resources.

2.2 Strengthen the Construction of Teaching Staff

Obviously, the integration of industry and education can play a very positive role in the training of modern applied and innovative talents. However, the specific role still needs to be combined with the development of the industry and the actual situation of students to do a good job in the planning and construction work. Especially from the perspective of Industry-Education integration, to implement the first-class curriculum construction, it needs the joint promotion of the subject leaders in related fields and experienced educators. The construction of first-class courses is not only reflected in theory, but also limited to professional knowledge. It also needs to expand to the relevant fields of the industry, and combined with the development requirements of related fields, to reflect the richness of the content of first-class course construction and the operability of the construction results. This requires a high-level team of teachers to promote the in-depth development of first-class curriculum construction activities. Therefore, strengthening the construction of the teaching staff and enhancing the comprehensive ability of the members of the teaching staff are positive to promote the

realization of the results of the first-class course construction. Therefore, the construction of the teaching staff should start from many aspects. To improve the professional competence of the teaching staff, we should organize a variety of training activities, educational activities and intercommunication activities. Teachers need to learn more new teaching concepts, new methods, including in-depth industry, understanding the development status of the industry, as well as the specific development situation. Combining the actual needs with the course construction, personnel training and double-creation education content, makes the development of first-class course construction more instructive. At the same time, through strengthening the construction of teachers' morality and style, and through multi-channel and multi-path educational activities, to strengthen the ideological quality of teachers, strengthen their teaching beliefs, and fully play their own guiding and educational functions in the course construction activities.

2.3 Broaden the Way and Scope of Industry-education Integration

The purpose of first-class curriculum construction is to effectively improve the quality of talent training, so the integration of industry and education is an important construction content in the construction of first-class curriculum. And the improvement of teaching level of industry-education integration is not only reflected in the program of integration and the construction of practical training base. It is also necessary to constantly broaden the path and scope of the integration of industry and education, to start from the actual situation of the development of industries related to different majors at present, as well as the characteristics of professional applications, to expand the scope of the integration of industry and education constantly, and to strengthen the in-depth cooperation between schools and enterprises in industry and education. The scope of school-enterprise cooperation should be expanded by starting from business-oriented cooperation mode. By establishing R&D-centered development-oriented cooperation mode with relevant enterprises, the theoretical advantages of the curriculum can be well exported, forming a good situation of resource integration, providing more practical opportunities for students, further improving the effect of resource integration, making the curriculum construction more instructive and more conducive to talent training.

3. Conclusion

To sum up, first-class curriculum construction is the necessary way to improve the quality of higher education and promote the progress of higher education. Therefore, applied undergraduate colleges and universities should start from the perspective of industry-education integration, continuously optimize the curriculum construction program, strengthen the discipline construction planning and faculty construction, and promote the high quality development of schools with high quality talents.

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