

Comparison of practical Teaching Systems Between China and France in Application-Oriented Universities

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Abstract: Both domestic universities and foreign universities have basically maintained the same opinion on the goal of practical teaching. They all think that practical teaching is one of the important means to combine classroom theoretical education with social practice, and it is also an important way for students to comprehensively apply the basic knowledge and skills they have learned. French universities have a long history and mature development in personnel training and vocational education. Universities at all levels have gradually formed distinct characteristics of personnel training and accumulated many mature experiences, which can provide valuable experience for the reform of practice teaching in Chinese universities. This paper mainly analyzes and compares the practical teaching modes of application-oriented universities in China and France, and expounds the successful experience of practical teaching in French application-oriented universities, and puts forward some suggestions for further exploring the practical teaching modes of Chinese universities and improving the practical ability of college students.

Keywords: Comparison; Practical teaching mode; Application-oriented universities

Fund Project:

Beijing Union University education Science Research Project ‘A comparative study on the Construction of practical teaching system in Application -oriented Universities ‘(Project No .JK202307.

In the face of the increasingly severe situation of difficult enrollment and employment in application-oriented universities in China in recent years, this paper discusses the advantages of practical teaching modes in application-oriented universities at home and abroad by comparing and analyzing the teaching practice modes in application-oriented universities at home and abroad, and jointly explores the teaching practice modes in application-oriented universities that can effectively deal with the above problems.

This paper draws lessons from the present situation and experience of applied universities in developed countries in practice teaching, and hopes to learn from the successful experience of foreign countries in order to provide new ideas for the training and development of domestic talents.

1. Literature Review

1.1 The relevant research on practical teaching and practical teaching mode in colleges and universities in China

At present, there are many literatures published by domestic scholars in the form of periodicals. The author consulted the literature in recent five years, and the research is mainly divided into four categories. First, the research on practical teaching of a certain specialty involves more practical professional practical teaching research such as accounting, e-commerce, computer, marketing, tourism and hotel management. More than 50 articles about “practical teaching” are published in the publications, and nearly half of them belong to the nature of vocational education. Therefore, it can be seen that most of the practical teaching research is mainly concentrated in vocational and technical colleges such as higher vocational colleges. Second, the thinking and construction of practical teaching system. For example, Wang Wenliang and Luo Qing have passed the research and practice of practical teaching mode in colleges and universities in the post-epidemic era, and constructed a talent training mode for engineering education professional certification and a practical teaching system that meets the requirements of new engineering, so as to cultivate diversified and innovative outstanding

engineering talents. Thirdly, the research on practical teaching links and quality evaluation. For example, Li Suhua and Haan Lee analyzed the practical teaching practice of application-oriented universities under the background of new engineering, expounded that application-oriented universities should have a three-layer hierarchical experimental practical teaching system of “foundation, specialty and innovation” under the background of new engineering, and constructed a practical teaching quality evaluation index system based on CIPP model. Fourthly, the dilemma and countermeasures of practical teaching. For example, Xin Yujie analyzed the difficulties existing in the practical teaching reform in colleges and universities, and put forward corresponding countermeasures.

1.2 The relevant research on practical teaching and practical teaching mode in colleges in foreign countries

The above results have very important reference value for perfecting and innovating the practical teaching system of domestic application-oriented universities. However, from the perspective of research objects, there is still a lack of international comparative research on the practical teaching system of application-oriented universities.

This study will explore China and France as the research objects, based on the perspective of practical teaching, in-depth discussion of the practical teaching mode of their application-oriented universities and compare it with Chinese universities, hoping to learn from the successful experience of French universities and provide reference and enlightenment for perfecting and improving the practical teaching of application-oriented universities in China.^[1]

2. The comparison of practical teaching modes between China and France

2.1 The comparison of practical teaching objectives

2.1.1 The goal of French practical teaching

(1) Cultivation level

The training objectives of French universities are very clear. The talent training goal of engineering schools represented by Paris Institute of Technology is to train senior managers and engineering and technical talents specially for the country, and to train engineers with a more focus on the future. The training goal of business schools represented by Paris Business School is to train managers in enterprises, so that students can master a set of high-level management techniques, have the quality of establishing good interpersonal relationships and good behavior.

(2) “Multi-faceted” Talent Training Goals

In order to ensure the quality of students’ training and adapt to the era of rapid development of science and technology, the goal of practical teaching in French applied universities is to train “multifaceted” talents. The so-called multi-faceted training is actually to educate and train future professionals in many aspects, including basic theoretical disciplines, applied technology disciplines, non-technical disciplines and practical abilities, so that a single technical personnel can become a “generalist” professional. Many engineering application-oriented universities in France should not only master solid scientific and technological knowledge, but also have agile reasoning ability, and also know the knowledge of economy, management, law, humanities, society, environment, industrial ecology and so on. Through comprehensive and multi-faceted training, future engineering and technical talents can not only adapt to the changes of technology and skillfully solve the problems of their majors, but also solve the problems traditionally solved by sociologists according to the changes of market demand.

(3) Practical teaching objectives in China

The goal of practical teaching in China’s application-oriented universities is generally to cultivate high-quality application-oriented talents with strong practical ability, innovative consciousness and international consciousness through curriculum practical teaching. Taking Beijing Union University as an example, the school is based in Beijing, serves Beijing-Tianjin-Hebei, radiates the whole country and looks at the world, and strives to cultivate high-quality applied talents to meet the needs of national economic and social development.

2.2 The comparison of practical teaching curriculum

As we all know, the French higher education system is characterized by the dual system of “one country, two kinds of higher education”, that is, universities and big schools coexist, the former is a comprehensive higher education institution, while the latter is a specialized higher education institution, which is equivalent to an applied university in China. Graduates from “big schools” have a higher employment rate than graduates from comprehensive universities, which is favored by people. The reason why “big school” has such a high reputation is due to its advantages in curriculum setting: First, the combination of general and specialized personnel training mode. “Big schools” attach great importance to the cultivation of students’ multidisciplinary comprehensive quality, and pay attention to the general, professional and practical nature of courses in curriculum setting. For example, engineering schools have

arranged courses such as politics and law, finance and economics, sociology, etc. Second, the application of teaching. In students' theoretical study, "big schools" attach great importance to students' practical training, and each "big school" has sufficient practical teaching bases to provide students with practical training places and focus on students' applied research.^[2]

2.3 The comparison of teaching practice forms

2.3.1 The form of teaching practice in France

Montpellier University in France is the oldest comprehensive university in France, and its practical teaching mode has always focused on strengthening the synergy between high school education and higher education. The promotion of practical practice mode in universities focuses on cultivating young people's willingness to complete their studies as soon as possible. Since 2008, there has been a close relationship between high school education and higher education, and a corresponding framework cooperation agreement on liaison behavior between the two sides has been formulated, which is diversified according to different audiences concerned. Orientation programmes, in particular for high school students, aim to provide them with information, accompany them in choosing career orientations and help them combine the study courses that best suit their careers and projects. At the same time, it indirectly locks in the enrollment of Montpellier University.^[3]

2.3.2 Teaching practice in Chinese universities

Practical teaching of applied majors in domestic universities mainly carries out practical teaching through government-industry-university-research alliance, school-enterprise cooperation, order training and other ways to accumulate practical teaching resources. Practical teaching in domestic application-oriented universities mostly includes enterprise visit, laboratory simulation training, project practice and enterprise internship. Compared with French universities, the practical teaching in domestic universities is mainly undertaken by the majors, with construction and sharing measures, but there is generally a lack of professional organizations and management institutions. From the perspective of practical teaching, the practical links are set as "cognitive practice" in the basic course stage, "professional practice" and "graduation practice" in the professional basic course stage; There are also various types of off-campus "social practice" modules. However, there are many loopholes in the management of practical teaching, and the supervision of internship process is weak. Giving students course scores according to internship reports is not conducive to cultivating students' practical ability.

To sum up, in the practical teaching management mode of application-oriented undergraduate universities, both foreign practical teaching and domestic practical teaching show the characteristics of close combination of theoretical education and practical education. Under this educational concept, students' professional theoretical knowledge can lay a good foundation for the development of professional practical skills, and the development of students' professional practical skills can also provide good support for the deepening and consolidation of students' professional theoretical knowledge. On the basis of affirming the exploration made by Chinese universities in practical teaching, Chinese universities also need to recognize the problems existing in their own practical teaching and explore its optimization path.

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