

Research on the Reform Mode of the "Yuan Tong System" Teaching Method from the Perspective of Applied Talents Cultivation

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Abstract: With the transformation of higher education from elite higher education to popular higher education, the undergraduate majors of humanities in China have developed rapidly. However, with the expansion of quantity and scale, the contradiction between the training of humanities undergraduate professionals and social needs has gradually become prominent. How to cultivate humanities undergraduate professionals who meet the needs of economic and social development is a realistic issue that urgently needs to be solved in higher humanities education. The type, level and quantity of social demand for talent determine the direction of talent cultivation in higher education. According to the society's demand for humanities professionals, this study proposes that humanities undergraduate majors should adhere to the application reform and development direction while maintaining the right amount of academic talents, and vigorously cultivate applied talents at the undergraduate level. Taking Liaoning Institute of Science and Technology as an example, this paper explores the reform method of the "Yuan Tong system" teaching method under the applied humanities talent training mode.

1. Introduction

In order to implement the documents "Opinions on Deepening the Reform of the System and Mechanism of Talent Development" of the Central Committee of the Communist Party of China, "Guiding Opinions on Guiding the Transformation of Some Local Undergraduate Universities to Applied Types" and "Overall Plan on Promoting the Construction of World-Class Universities And the first-class projects" issued by the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance, to innovate the training model of the applied humanities professional, to accelerate the improvement of students' scientific work ability, to promote the construction of high-level applied universities, the Ministry of Education School Planning and Development Center and Yuan Tong Technology Co., Ltd. jointly promote the implementation of "Scientific Work Capacity Improvement Program (100 million projects).

"100 million projects" make full use of the industry guidance and management advantages of the school planning and development center of the Ministry of Education and the original scientific work standard integration system and database advantages of Yuan Tong Technology Co., Ltd.. In a "sharing and co-creating" approach and under the guidance of the Ministry of Education School Planning and Development Center, Yuan Tong Technology Co., Ltd. and 1000 universities cooperated to build the "Scientific Work Capability Training Demonstration Base of the Ministry of Education". And using this as a carrier, we provide students with job experience and scientific work training in 100 industries and the qualification of work ability. At the same time, we train more than 10,000 high-level applied humanities teachers, carry out scientific work standard system research and cultivate the national work standard qualification system.

The "100 Million Project" is an important measure to deepen the concept of cooperation between production, school and enterprise and to educate people in a harmonious way. It will deepen the reform of higher education and accelerate the training of various applied humanities talents which is precisely connected with the government, universities and industry development needs. After the implementation of the "100 Million Project" project, the time for students to be competent in job positions can be shortened as soon as possible, the professional skills and

scientific work ability of students are generally improved, and the ability of students to adapt to their positions and to develop sustainably can be generally improved, which provides a powerful force for the universities to serve the modernization of state governance talent support.

2. The overall thinking of teaching reform

We will gradually improve the top-level design of the humanities majors and courses, innovate the concept of teaching reform, actively carry out the pilot reform of teaching and incorporate the teaching norms of “Yuan Tong System” humanities experience into the curriculum content of various majors, continuously forming new ideas, new standards, new paths, new mechanism and new culture of course reform and personnel training in the model schools.

Focusing on the development of students (improving the practical ability of the post), the curriculum reform and the competition of disciplines are used to integrate the curriculum and gradually develop the new humanities talent training model.

3. The goal of teaching reform

Through the methods of theory guiding practice, practice and theory integration, using the standard of circular communication as the theoretical guidance and management tools, we scientifically simulate the complete system of real work so as to cultivate outstanding interdisciplinary, post-oriented, innovative, practical and applied talents. The core results of the standard system of the standard work system are used to meet the rigid needs of the student's work experience and the vocational standard training for posts in school and social job standards are connected. Gradually, we carry out the reform and construction of the "traditional humanities Experience Teaching Standards" curriculum, sort out the teaching content of the curriculum, cultivate the students' scientific work habits, develop the work behavior norms, expand the depth of the curriculum, effectively improve the quality of curriculum teaching and reasonably improve the academic challenges and employment competitiveness.

4. Teaching reform and implementation model

According to the different grade students, the operation mode of “implanting teaching content, embedding curriculum teaching reform, and integrating talent training program” is adopted. Through implementing the construction of “Yuan Tong System” teaching course “theoretical course, training course, internship link”, we continuously carry out dynamic adjustment mechanism of post standard to meet the learning needs of students of different majors.

4.1 Implanted teaching content

According to the working standards of the four modules of the existing "Yuan Tong System working standards" and on the basis of the teaching characteristics and teaching content of the humanities majors, the corresponding working standards that meet the theoretical teaching content are selected and directly embedded in the teaching links of the theoretical courses.

In the second semester of the 2018-2019 school year, five theoretical courses, such as Modern Service Industry Management, Secretarial Science, Auditing, College Students' Innovation and Entrepreneurship Management, and Marketing Practice, were carried out in "Yuan Tong System". 6 lecturers and 273 students (from 16th grade to 18th grade) participated in the reform of the whole teaching system.

4.2 Embedded curriculum reform

In combination with the “Yuan Tong Standards for Work”, there are 143 working standards for the four modules. According to the actual training courses of each major during the semester, we select the appropriate work standards to embed them in the design of the training course system of this semester and try to practice preliminary exploration of teaching reform.

In the second semester of the 2018-2019 school year, there were 6 internship training courses such as "Cashier Simulation Training", "Professional Cognition Internship" (Accounting), "Archives Social Research", "Advertising Proposal Skills", "Secretary Skills Training", "Art Design", which contribute to the completion of the circular teaching system reform. There were 11 instructors participating in the reform of the teaching system, and the number of students (16-18) was 406.

4.3 Integrating talent training program

In the revision of the 2019 level talent training, the system will be combined with the teaching plan. From the freshman year, students will gradually learn the scientific working principle of the system, establishing this mode of thinking. In the following three years of professional course teaching, the work standards will be infiltrated into the course training, professional training, graduation internship and other aspects, systematically solving such practical problems of humanities students as "having knowledge but with no experience or having experience with no ability".

A series of scientific work principles of the "Yuan tong system" have been embodied in the 2019 level of talent training programs for advertising, archival science, accounting, and engineering cost.

5. Significant Effect of the Teaching Reform

5.1 the improvement of the teaching effect and student satisfaction

Teachers used the standardized teaching reform mode of the humanities department to stimulate students' interest in learning and changed the "cramming" classroom teaching into heuristic and exploratory teaching. Students can feel the joy of learning and improve the teaching effect and student satisfaction.

In a survey of 91 engineering students, only 98.9% of engineering students are interested in humanities positions; 91.21% of engineering students think it is necessary to understand the competence of humanities; 93.41% of engineering students think they will choose humanities positions after graduation; 96.7% of engineering students believe that it is necessary to study some (enterprise) management courses at the university.

In the survey of engineering students, the degree of preference for the curriculum direction in terms of the management ability improvement is as follows: administrative management ability, middle and senior management ability, human resource management, financial management ability. The degree of interest in the humanities thinking training course is as follows: teamwork, communication skills improvement, executive ability management, workplace etiquette.

Students have high recognition of the new humanities teaching reform model for the integration of production and education projects. They have high satisfaction with teaching evaluation, and they believe that the effectiveness teaching evaluation is strong and the competitiveness of the post is high. In addition, engineering students are more interested in the reform of the new humanities teaching model and hope that it can increase the training of standardized courses in management courses.

5.2 the change of study mode

Through the study of the standards of the "Yuan tong system" humanities post, students can change from "learning" to "learning" mode. Humanities students accept training according to job standards to improve employment competitiveness, while engineering students improve their scientific management ability through the study of job standards.

After the completion of the second semester course in the 2018-2019 school year, a questionnaire survey on course awareness was conducted among the students. Among the 337 valid questionnaires, the sample size of engineering students was 91, accounting for 27%; the sample size of humanities students was 246, accounting for 73%.

The results of the questionnaire show that in the comparative survey of the traditional teaching

mode and the Yuan tong teaching mode, 83.98% of the students prefer the circular-based teaching mode; by experiencing the circular-based teaching mode, 76.83% of the students are interested in the post-ability training; 78.04% Students hope to use the standard teaching method in their future courses. According to the survey, only 2.67% of the students believe that the ability to work in a civilian position has not improved after the training of the standard.

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