Research on the Dilemma and Countermeasures of the Construction of Practical Training Courses in Private Undergraduate Colleges

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Abstract. This study intends to carry out practical analysis and theoretical research on all aspects of the construction of practical training courses in private undergraduate colleges. On the basis of understanding the current situation of the construction of practical training courses, it will deeply explore the problems in the construction of practical training courses, take the problems as the starting point of this study, analyze the causes of their formation, and try to find an effective way to solve the problems and difficulties in the construction of practical training courses.

Keywords: private undergraduate colleges and universities · practical training course · dilemma

1 Introduction

Higher education is a professional education and vocational education based on the completion of secondary education, and is the main social activity for training senior professional talents and professionals. The training course is an important part of the curriculum system of colleges and universities, and plays a pivotal role. The key to the level of college students' practical ability lies in whether the construction of practical training courses is advanced, scientific and keeping pace with the times. It can be seen that the talent training program of colleges and universities determines the important position of practical training courses. However, at present, there are many problems in the implementation of practical training courses in most private undergraduate colleges and universities in China, which directly affect the realization of the training objectives established by such colleges and universities in their talent training programs.

2 Investigation and Data Analysis of the Current Situation of the Construction of Practical Training Courses in Private Undergraduate Colleges

In order to better understand and comprehensively grasp the current situation of the construction of training courses in private undergraduate colleges and universities, and to provide a solid and reliable theoretical basis for this study, this study makes full use of

the advantages of literature, questionnaire and interview methods to collect and obtain the data and information required for this study. Through careful sorting and analysis of the data obtained, we can find some major problems in the construction of training courses.

2.1 Overview of Respondents

Due to the limitations of the author's scientific research level, research ability, theoretical knowledge and subjective factors, the number of taking the major of word media technology application as an example, four private undergraduate colleges and universities were selected in Guangdong Province as the research samples.

2.2 Survey Scheme Design and Survey Object Selection

In order to obtain the materials and relevant data required for this study, this paper adopts the combination of literature, questionnaire and interview methods to collect and obtain relevant information. Through the collation and analysis of the data obtained, and on the basis of scientific analysis of the survey results, this paper puts forward the overall thinking and a series of countermeasures for the construction of practical training courses in private undergraduate colleges in Guangdong Province.

3   Main Problems in the Construction of Practical Training Courses in Private Undergraduate Colleges

Through the survey of students' questionnaires, school teachers and school leaders, it is found that the overall level of training course construction in private undergraduate colleges has improved. However, due to the different development level and geographical location of each school, there are still some problems in the construction of training courses in colleges and universities. This study believes that there are many factors affecting the construction of training courses in private undergraduate colleges, and the existing problems are mainly reflected in the following aspects:

3.1 The Curriculum Is Unreasonable, and Students' Professional Ability Needs to Be Improved

(1) Ignoring theoretical knowledge learning. Students can learn theoretical knowledge through classroom teaching, while the training of practical ability needs to be acquired through practical teaching, that is, practical training. From the survey data, it can be seen that the total class hours of digital media technology application professional courses ignore theoretical knowledge learning, and the theoretical class hours account for a large proportion, while the professional skills practice class hours are lacking. This shows that private colleges and universities do not pay enough attention to the practical teaching and training of digital media technology application specialty, which is not conducive to the cultivation of professional ability, and thus affects the formation of students' professional skills.

(2) The proportion of practical teaching hours is low. The application of digital media technology is a major with strong practicality. Therefore, the requirements for the class hours of practical teaching are relatively high. Graduates are required to master the specific operation links in the content of several major modules, such as creativity, intelligent media and interaction, and virtual reality. However, the proportion of practical teaching is low, which means that the class hours of students' practical skills are relatively small, this is bound to affect the formation of students' professional skills.

3.2   The Overall Quality of Teachers Needs to Be Improved, and the Curriculum Implementation Process is not Innovative

The construction of training teachers in private undergraduate colleges is the decisive force for the reform and innovation of training curriculum construction. Strengthening the quality and professional skills of training teachers is the key to improving the quality of education and teaching. Through the collation and analysis of the data, it is found that the construction of teachers in private undergraduate colleges mainly has the following deficiencies:

(1) The professional skills of teachers are not strong enough, and the teaching experience is insufficient. So that some teachers can not accurately position the development direction and future trend of digital media application specialty. Therefore, it is necessary to strengthen the professional skills training of teachers and improve the educational and teaching ability of practical teachers.
(2) The backward educational concept has resulted in the teaching content of the selected textbooks being too old, difficult, lacking innovation, deviating from the actual life of students, and failing to reflect the latest scientific and technological research achievements in the information age, and failing to keep pace with the times.
(3) The teaching method is single and the teaching mode is fixed. The teaching of multimedia technology application specialty should be a two-way interactive process between teachers and students. After learning theoretical knowledge, students need a lot of practical training to deepen their understanding of theoretical knowledge. At present, most of the teaching is taught by teachers in the classroom, and students' acceptance and understanding of knowledge are limited, which limits students' hands-on operation ability; In addition, under this teaching mode, students tend to form "thinking inertia" and will not actively think and solve problems, so it is impossible to improve their comprehensive ability.

3.3   The Teaching Materials of the Training Course Are Deficient, and It Is Difficult to Improve the Teaching Level of the Training Course

(1) Lack of school-based teaching materials for practical training.
   According to the survey data, in terms of training courses, only 15.34% of the students in private colleges and universities have chosen the self-compiled training materials. It is noteworthy that 3.01% of the students think that private colleges and universities do not have training materials at present, which indicates that they have not formed their own characteristic training materials. The author believes that the

construction of training courses in such colleges should focus on the development of training materials, reflect the characteristics of regional development and school development in combination with the basic actual situation of the school.

(2) The content of the textbook is not updated timely and the structure of the textbook is incomplete.

Higher education is a professional education and vocational education based on the completion of secondary education, and is the main social activity for training senior professional talents and professionals. First, the content of the current training materials is outdated, the updating speed is lagging behind, and the requirements of actual production and work posts are not closely connected. Second, the knowledge structure is also incomplete. In this society where knowledge changes rapidly, there is no doubt that this kind of practical training materials, which lack school-based characteristics, regional characteristics and do not inject new teaching content on the basis of regional economic development, will inevitably cause the theoretical knowledge that students learn in school to be divorced from the development of enterprises, which will lead to a series of dilemmas for students in the future employment, such as their outdated knowledge and inability to meet the needs of enterprises.

3.4 The Construction of Hardware Equipment Is Not Enough to Ensure the Quality of Training Courses

Digital media application technology is a highly practical and scientific technology, which determines that the setting and implementation of training courses must be based on the training environment. The training operation in the professional training room can get twice the result with half the effort, otherwise it will appear empty. The training course requires students to have a substantive understanding of all aspects of the digital media field. By conducting simulation training on a professional and scientific training platform, relatively speaking, many theoretical knowledge will become more direct and specific.

3.5 The Curriculum Evaluation System Is Not Perfect and the Evaluation Method is Single

Course evaluation, as an important part of course construction, is one of the criteria to test students' learning achievements, teachers' teaching effects and teaching quality. In order to investigate the evaluation of practical training courses, this study investigated the assessment subjects and assessment methods. In the survey on the subject of evaluation of school training courses, 90.05% of students chose training course instructors, 30.41% chose enterprise instructors and self-evaluation, and 25.21% chose student mutual evaluation.

4 Discussion on Countermeasures to Solve the Dilemma of Practical Training Course Construction in Private Undergraduate Colleges

According to the investigation and research, the author found that in order to reasonably construct the professional course of digital media technology application, the first step is to recognize the relevant basis of the construction of the training course, which is

the basis of the construction of the training course, and under the correct guidance of this basis, take the comprehensive professional ability of students as the teaching goal, and pay attention to the cultivation of students' practical problem-solving ability, Cultivate technical talents with comprehensive professional quality and professional skills. Therefore, before carrying out the construction of practical training courses, there are several important construction bases that cannot be ignored and need our attention.

4.1   Strengthen the Planning and Construction of Practical Training Courses

School curriculum planning, that is, "the design and arrangement of the top level planning and design of the school curriculum, the specific implementation process of the design curriculum and the construction of a scientific and reasonable curriculum evaluation system based on the school, is essentially the school-based process of the school curriculum." With the establishment of the three-level curriculum management system, the school has been given more power and freedom to make curriculum decisions. In other words, the freedom of curriculum decision-making makes the school no longer the faithful executor of the national curriculum. The particularity of talent training and the regional nature of specialty setting urge private undergraduate colleges and universities to take the national curriculum policy as the basis for action when carrying out the construction of training courses, and at the same time, combine the actual development of the school to carry out the top-level planning and design of training courses to better promote the realization of talent training objectives.

4.2   Pay Attention to the Construction of School-Based Teaching Materials for Practical Training Courses

As we all know, teaching materials are important carriers and tools to realize the function of curriculum. If we ignore the learning characteristics of students in private undergraduate colleges and universities, ignore the regional nature of specialty setting and social needs, and simply rely on ordinary teaching materials to carry out practical training courses, then students will not have good practical training courses in law. Therefore, the school should develop practical training materials suitable for the actual situation of the school according to the actual situation of the school.

4.3   Establish a Scientific Training Course Management Mechanism

The construction of training courses must be guaranteed by the system. The construction of training courses is a comprehensive system project, which involves a lot of management issues, such as how to conduct long-term quality monitoring? How can we ensure the sustainable development of high-quality courses by formulating different evaluation criteria for different courses? To solve these problems, we must establish a scientific management mechanism.

4.4 Attach Importance to the Construction of the Teaching Staff of Practical Teachers

First, improve teachers' professional cognition. The realization of the goal of talent training in schools depends to a large extent on the professional quality and theoretical level of teachers. This requires training teachers to have a clear understanding of their profession and enhance their sense of responsibility and mission. On the other hand, training teachers should be aware of their own social value.

Secondly, improve the school teacher management system. Only by entering the enterprise practice can school teachers truly understand the needs of students in their future careers, obtain first-hand curriculum materials that match the actual positions of enterprises, and then improve their professional level and professional quality. As for the government, it is also necessary to introduce a series of policies, regulations and rules as soon as possible, encourage schools and enterprises to cooperate in depth, encourage school teachers to enter enterprises for learning, and mobilize enterprises to accept teachers' enthusiasm to enter enterprises for learning in the form of incentives.

Third, create more teacher training activities. On the one hand, the level of teachers' professional quality and professional skills depends on their continuous learning. On the other hand, teacher training activities are also an effective way to improve teachers' professional quality and professional skills. To this end, schools should organize teacher training activities, provide more training opportunities for teachers as much as possible, and effectively improve teachers' professional quality and skills through teacher training activities.

Finally, establish a dynamic evaluation mechanism for the training quality of training teachers. The purpose of school teacher training is to promote the professional development of training teachers, but the professional development of training teachers is not a one-step process, but a continuous development process. Regardless of the training quality and form of various teacher training activities, the professional growth of teachers in school training courses cannot be fully and completely realized through short-term teacher training. Therefore, it is necessary to establish a dynamic evaluation mechanism for the training quality of training teachers.

4.5 Establish a Reasonable Training Course Evaluation Mechanism

The assessment method of the curriculum system should not only focus on the assessment of students' professional ability, but also on the specific mastery of professional theoretical knowledge. According to the different requirements of the actual curriculum, comprehensively and multi-dimensionally evaluate the theoretical knowledge and practical skills that students have mastered.

5 Summary

The construction of practical training courses is an important and urgent task. The survey was conducted by combining questionnaires and interviews to collect information about the construction of training courses. Based on the analysis of the current situation of the construction of training courses in four private undergraduate colleges in

Guangdong Province, it was concluded that the problems in the construction of training courses mainly include students' unclear learning objectives and weak learning interest; Teachers' professional skills and overall quality are not high, and teaching methods are outdated and single; Lack of training courses and teaching materials; Lack of training hardware facilities and professional training rooms; A series of problems such as weak cooperation between schools and enterprises, and poor adaptability of students to their posts. On the basis of in-depth analysis of the causes of the problems, combined with the development characteristics of the school's training courses, this paper puts forward a series of countermeasures and suggestions to promote the construction of the training courses in private undergraduate colleges from the aspects of strengthening the top-level design and planning of the training courses, establishing a scientific training course management system, paying attention to the construction of the school's teaching staff, optimizing the curriculum resources, and strengthening the development of school-based training materials.

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