

Practice Exploration Research on Practice Teaching in Local Colleges

—Taking H University as an example

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Abstract—H University is selected to participate in the approval assessment by the Ministry. Based on this chance, this university has built “state-level, province-level and school-level” course construction system under the development method of creating high quality curriculum resources and promoting the all-round course construction. Analyzes the problems existing in the practice teaching and probes into some countermeasures for the practice of teaching reform. For example, improve young teachers teaching ability, Strengthening Practice Teaching Base Construction and Management, Enhanced laboratory utilization.

Keywords—Practice exploration; Practice teaching; research

I. THE PRESENT PRACTICAL TEACHING STATUS OF H UNIVERSITY

H University is selected to participate in the approval assessment by the Ministry. Based on this chance, this university has built “state-level, province-level and school-level” course construction system under the development method of creating high quality curriculum resources and promoting the all-round course construction. At present, 2169 kinds of courses are set for the undergraduates, experiment teaching content included, which accounts 50.3 percent of the total. 159 kinds of Independent experimental courses account 7.33 percent of the total. The practice curriculum total amount is reasonable and meets the personnel training aim.

The university has 244 teaching laboratories, laboratory and internship sites with a total area of 115,982 square meters, which are used for more than 1100 school courses. School experimental teaching workload of more than 307 million hours, experimental courses out rate of 100%.

The university has set 15 national and provincial experimental teaching demonstration centers and 17 school-level experimental teaching demonstration centers. Driven by the action of national teaching demonstration centers and platforms, the university provides opportunity for developing students' practical ability, technological innovation and

awareness, entrepreneurship. Through the central support development projects of local colleges and universities in the Midwest basis viability of the project, the provincial finance special, the university invested laboratory of special construction funds 191 million Yuan and purchased 9559 sets of laboratory equipment.

The university regulates device open mode, formulate "to further promote the shared work program of large-scale equipment", and readjust the unit open. Now there are 11 units open to a sharing platform. Through an open device sharing mechanism, information disclosure mode, there are ways for undergraduates to get to know large sophisticated equipment and provide a good channel for undergraduate students to observe experiments.

There are 89 dedicated campus practice teaching base and 284 enterprises and practice teaching base. Through the combination of different types of practice teaching base and practice of teaching system at different stages, the university forms a stepped function sequentially progressive three practice teaching platform, combined with better protection of the students' theoretical knowledge and practical training.

II. "H" UNIVERSITY, THE SIGNIFICANCE OF IMPROVING THE PRACTICE TEACHING

"H" university, is a modern agricultural university at the provincial level, do a good job in the school practice teaching plays an important role in the entire teaching management work.

A. To promote agricultural colleges teaching quality.

Agricultural colleges mainly is a technical education, practice education and employment education, through the short - and long-term technical, practical education to improve students' various aspects quality, so as to lay a solid foundation for students to better employment. At present, our country although there is a clear positioning themselves in a lot of colleges, but more focused on theoretical teaching, so although

can promote students' theoretical knowledge, but did not improve the students' practical ability, the teaching quality is limited. To develop practice teaching in agricultural colleges, combining theory with practice closely, can put this to use, improve the teaching quality.

B. Make up the lack of students' practice outside.

Is the best way to cultivate the students' practical ability, lets the student to the enterprise, make the experienced technical personnel with the students, let students participate in a set of complete procedures. However, the situation is a confidentiality by enterprise management, limitation of working environment, factors such as the phased characteristics of agricultural work, the external enterprises are not willing to accept the student internship, even if reluctantly accepted also not to let the students too much contact with technical data, internship students to unit, see more, rarely can operate. And the development of the practice teaching, is to strengthen the practice in the form of one of the most basic, the most important. By simulating the actual business to campus practice, operation, combining theory with practice, both to consolidate the theoretical knowledge, and exercise can improve the students' practical ability, make up for the deficiency of the students' practice outside. At the same time can greatly to mobilize students' learning interest and enthusiasm.

C. To cultivate applied talents.

Relative to undergraduate education, agriculture education and cultivate students' practical ability, to make the students after graduation, can quickly to be going to work up to work, so the goal of talent training, to cultivate applied talents, and to put equal emphasis on theory and practice teaching, to strengthen the practice teaching, in many ways, multi-channel cultivation theory depth, strong ability, innovative applied talents.

III. PRACTICAL TEACHING PROBLEMS AND CAUSES

A. Some young teachers are poor at teaching basic skills and lack of experience

The vast majority of young teachers are graduates of non-normal colleges and universities. They do not have the normal educational background; have not received education theory and practice of systematic training, without emphasis on teaching content. They can't to grasp the difficulties and their teaching combat capability is not strong.

Coupled with the relative lack of total teachers and inadequate training lead to difficult for young teachers to get into the school as a teaching assistant and closed the training process. They are directly responsible for the task of teaching or training while undertaking the task of teaching, which causes that teaching effect, is not ideal.

Thus, there are some young teachers lacking teaching basic skills solid and simple teaching methods. Another reason is lack of practical experience. Since the teachers' practical ability to enhance restraint and incentive mechanisms are inadequate, the policy is still in place. Young teachers bear the heavy task of teaching and little practice (Only 9.3% is double-qualified)

as well as lack of practical experience, hands-on lack of capacity and other issues.

B. Practice teaching base construction and management are not standardized,

Practice teaching base construction and management are not standardized, school base construction plan to be perfect, not a scientific, standardized, stable and efficient management mechanism, so that leads to the poor management. Currently, there is no person responsible for teaching base management, mainly by the department, director of the Department keep a close watch, but because of its onerous task of teaching, there is no additional work so that the teacher is not strong sense of responsibility, can't base management threw him into work. Base management is not very clear division of labor management, college teachers and enthusiasm severely affected.

C. Laboratory utilization rate is not high

Laboratory utilization rate is not high, little effect shared experimental equipment. They construct "projects" for projects and integration of resources needs to be further optimized.

IV. IMPROVEMENT COUNTERMEASURES

A. To enhance practical teaching ability of young teachers, Vigorously Strengthening the Construction of "Double - qualified Teachers"

First we should formulate to enhance the practical ability of young teachers scheme. Based on the summer social practice, practice content and methods to expand, raise young teachers in the school teaching base requirements of exercise. Second, we should increase policy and financial support to ensure the sustainable implementation of the young teachers to participate in practical activities. Again in the initiative to coordinate, extensive contacts with businesses, communities, and social practice teachers to build more platforms.

At the same time to solve the "double teacher" teachers, schools must invest a certain amount of manpower, material and financial resources. In accordance with their own conditions, the school will gradually form a qualified "double teacher" teaching staff, improve the existing teaching staff structure, build a scientific research and innovation team, actively cultivate the core of academic leaders, science and education personnel and graduate students As the main body of the college students to supplement the scientific research and innovation team. The school supports and organizes the teacher to participate in the training exchange, the enterprise attaches the duty to exercise, participates in the profession practice and so on, realizes the theory and the practice union, the teaching and the practice union, unceasingly enhances the teacher teaching research and the guidance student innovation entrepreneurial practice ability and the level; Entrepreneurs, successful entrepreneurs, experts and scholars, administrators, venture capitalists as part-time teachers, the establishment of a combination of high-quality and innovative business education and innovative teaching staff..

B. Strengthening Practice Teaching Base Construction and Management, Perfect the Function of Teaching Practice.

First, we need a clear mandate to develop a detailed base management or planning program, adhere to the "two-level management, center of gravity, clear responsibility and authority," the principle of university campus into a base for the management scale, larger bases and bases outside the campus, such as plant-based production bases, aquaculture base; hospital-level management base is generally around the campus base, such as traditional Chinese medicine park. Center of gravity, that in order to give full plays to College school autonomy, the base management responsibilities, rights and interests of all to college.

Increase investment in entrepreneurship innovation and practice base, from the funding to give a guarantee; equipped with effective instructors, in the human to give a guarantee. Fully mobilize the enthusiasm of teachers and students to participate in the construction of practice base, initiative, and create a good business practice atmosphere. Since 2009, the school has formulated the "Jilin Agricultural University" second five "practice teaching base construction planning" and "Jilin Agricultural University campus practice teaching base planning", in order to improve the students practice innovation ability as the main line, in accordance with the "guarantee focus, Standardizing management, improving quality ", the overall planning of the campus practice teaching base, strengthen the practice and training base, practice teaching sharing platform construction.

And actively open up business innovation base outside the school. Make full use of social resources, mobilize the enthusiasm of the colleges to establish off-campus practice base. Follow the combination of production, learning and research and "mutual benefit, two-way benefit" principle, consolidate and increase the stability of the practice outside the teaching base. To increase the link of the practice teaching base outside the school, expand the work for students to practice training, innovation and entrepreneurship training, as well as the implementation of the program to provide protection conditions for excellence. Schools should also actively carry out various school-enterprise cooperation activities, and strive to establish various forms of business practice base outside the campus, by arranging students turn practice opportunities to participate in new business development projects and practical activities.

C. Enhanced laboratory utilization

We need to Change the status of low utilization rate of laboratory, experimental equipment shared little effect and laboratory internships for school performance evaluation. Also we should stimulate the vitality of the laboratory, full laboratory services, enhance the important role of the university laboratory in the students' comprehensive quality and innovative ability. Implementation of open laboratory management, teachers and students have more space and freedom in the choice of practice time, practical issues, etc., which will help improve the enthusiasm of teaching research and student learning initiative. Emphasize laboratory professional teaching staff, so highly educated, high titles, high-level teachers to augment the management ranks.

D. Update the concept, deepen the understanding of practical teaching.

To increase publicity efforts, and more to carry out innovative teaching activities as the theme, so that teachers and students clearly understand the practical teaching of agricultural colleges and universities to carry out education and teaching reform, the implementation of the Ministry of Education, "second five" undergraduate teaching quality project an important part of It is an irreplaceable function to cultivate the students' ability of innovation and entrepreneurship. From the fundamental change in the past "heavy theory, light practice," the traditional concept of education, to mobilize the whole school teachers and students to strengthen the practice of teaching base construction and management of the enthusiasm and initiative to form a rational teaching and practice teaching co-ordination, coordination and innovation of personnel training concepts and atmosphere .

E. Strengthen the rules and regulations, innovation management and operation mechanism.

Strengthen the construction of rules and regulations, to achieve standardized management. Establish and improve the practice of teaching base management rules and regulations, to achieve standardized management practice base to maximize the effectiveness of the implementation of innovative talents to provide the necessary guarantee. Our school according to the actual situation, to establish a targeted and practical innovation and entrepreneurship and base construction management system to ensure the construction of practical teaching base and management rules to follow. At the same time, we should establish the corresponding incentive system to mobilize the teachers and managers to build, manage and use good practice teaching base initiative and enthusiasm.

Innovation management and operation mechanism to promote the sharing of resources. To break the disciplinary, professional, departmental man-made barrier, on-campus practice teaching resources to integrate and optimize the formation of large-scale, strong, wide service innovation and entrepreneurship practice teaching platform, base work to a unified planning and management to achieve centralized construction , The school two-level management system. Establish and improve advanced and efficient management system and operational mechanism, to achieve resource sharing, platform sharing.

F. And actively carry out innovative business education activities, students entrepreneurial ability to innovate.

Increase the innovation of teaching innovation, and actively carry out innovative business practice inside and outside the school teaching activities, relying on national and provincial students of various types of scientific and technological innovation and competition each year of the national and provincial college students innovation and entrepreneurship training programs to promote student participation in science and technology activities, Participate in scientific research projects, simulate the operation of enterprises, participate in business practice, published scientific research papers, through national, provincial and school level three innovation contest, so that students in innovation and entrepreneurship innovation

and entrepreneurship education, so that more students get innovative business practice training. Through the formation of the students of science and technology service group, doctoral students of local economic development service group, college students innovation and entrepreneurship practice group and other volunteer service team, carry out a variety of social practice activities, and guide students in practice innovation. Schools should also actively carry out various school-enterprise cooperation activities, and strive to establish various forms of business practice base outside the campus, by arranging students turn practice opportunities to participate in new business development projects and practical activities.

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