

Discussion about the Fundamental Problem of Transforming Ordinary University into Application-Oriented University

—Based on school-running patterns and personnel training mode

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Abstract—The transformation from ordinary university into application-oriented university should involve some fundamental problems, such as school-running patterns, personnel training mode, subject and major construction and teaching staff construction and so on. This article mainly discusses the transforming problem of school-running patterns and personnel training mode, there into, the goal of transformation about school-running patterns is to optimize the school-running resources of cooperation between school and enterprise. The core of personnel training transformation is to construct practical curriculum system.

Keywords—ordinary university; application-oriented university; transforming; school-running patterns; personnel training model

I. INTRODUCTION

In June 2014, the state council about accelerate the development of modern vocational education decision indicate that we should adopt the method of pilot promotion and demonstrated leading to make a group of undergraduate colleges and universities transform into application-oriented universities and pay more attention to undergraduate vocational education. In order to construct the application-oriented universities, we must ravel out the logical progress of transformed development, and contrive one interconnected elementary path that not only accord with the rules of development of higher education, but also gear to actual circumstances. Therefore, it needs further thinking and discussion about school-running patterns, personnel training mode, subject and major construction, and teaching staff construction.

II. THE TRANSFORMATION AND INNOVATION OF SCHOOL RUNNING PATTERN

The National Medium- and Long-Term Plan for Education Reform and Development of China issued in 2010 put forward explicitly that select parts areas and schools to carry out the reform pilot about running pattern of higher vocational education, innovate teaching model of the combination of production and education and university-enterprise cooperation,

establish vocational education school system and operational mechanism that adapted with the economic and social development. Therefore, the top priority task of transforming local undergraduate universities into applied technical school is to reform and to innovate education mode.

A. *The basic connotation and innovative power of school-running patterns*

School-running patterns generally refer to school-running systems and management systems of various schools. What kind of school-running patterns and ways of development a college to be chose usually depends on the specificity of school resources and organization structure. School-running patterns and personnel training mode reflect two aspects of the same issue respectively. School-running patterns mainly focus on macroscopic problem such as what kind of college should we build and how can we build a college well. While personnel training mode mainly focus on concrete issues, for example, what kind of person we build and how to build a person well.

Besides, the key point to innovate the patterns for running a school is to break through the limit from system, operation and management. Nowadays, the system of higher education is divided into two types according to the national regulation. There are public schools and private schools whose investors and sponsors are government and social organizations with individuals respectively[1]. The colleges are all concentrated on the autonomy in running a university in social forms and its management, controlled by the choices of patterns. The choice is based on its educational resources and organization structures, determines the survival space and development paths, and regulates the guidance, educational ideals, and development target and talent cultivation objectives in the terms of the Top Level Design. What's more, it chooses the educational scale, levels and types directionally in order to modernize patters from operation and management. And the like the exploring the running schools cooperated with business, Chinese-foreign model, private operated with public support.

Furthermore, the impetus for innovative teaching model is the requirement for application-oriented personnel training.

Establishing application-oriented university is to cultivate applied talents catering to the social needs, therefore, the adjustment of local industry structure and variation of needs for talents have become the internal motivation for local university transformation, also, the development and reform of local industries are in serious need of inference and integration from local colleges, hence, it's important that local universities innovate teaching models break the limits of current teaching systems and operating and managing mechanisms, appeal to industries to take part in the course of applied talents cultivation, integrate and optimize the allocation of educational resources from both colleges and industries by transforming single allocation to diversified allocation to stimulate college's potential and vigor of talents cultivation.

B. The innovatory exploration of education mode of "university-industry cooperation and integration production and education"

Adhere to education mode of "university-industry cooperation, integration of production and education", is the only way of transformation from the local undergraduate universities into the application-oriented universities. But innovating the education mode of university-industry cooperation, integration of production and education, the key problems need to be solved is how to achieve the cooperation of both sides of mutual reciprocity and mutual benefit, common development and win-win innovation.

For the interests of universities, the fundamental purpose of university-industry cooperation is to integrate optimization the educational resource to adapt to applied talents, realizing the goal of changing the school-running patterns from closed to open, from single to diverse. Therefore, colleges and universities should focus on development and the introduction of people, currency, goods and other resources of industry and corporation. Integration and optimization the resources in favor of cultivate applied talents between university and industry. For the interests of corporate, the main purpose of university-enterprise cooperation is to get the intellectual support from the college and through cooperation and integration we can achieve the optimal allocation of human resources. Through collaborative innovation, we can solve the technical problems of enterprise development, promote the adjustment of industrial structure, upgrade products and obtain market benefit.

Then, how to advance school-running patterns of university-industry cooperation ,integration of production and education at this stage? There are two ways: One is interaction and amalgamation the teaching content and company standard or technical craft that reflect the real-time update of teaching contents. The second is the interaction and amalgamation of technical research and service function that reflect the innovative product of scientific research changes to market efficiency and the cultivation quality of talents continuous enhancement. Therefore, the ways of cooperation such as Enterprise entering school, Factory in school, School in factory and so on are typical modes. But, the cooperation ways cannot carry out effectively because of much expect, obstacle and various factors, the enterprise technology is difficult to translate into the core of teaching contents, especially cannot merge together with the first class, and cannot meet the

developmental need of all students. At this stage, the ordinary colleges should carry out course construction and transformation of education mainly, to exploit curriculum resources between university and enterprise, to establish case stores of enterprise, to exploit construction of university-enterprise cooperation for teaching, to guide simulative training and practical training together, expect to realize integration of production and education in convenient way and in low cost.

III. THE TRANSFORMATION AND INNOVATION OF PERSONNEL TRAINING MODEL

The innovation of personnel training model is the core problem of the construction of application-oriented university. In the process of optimize application-oriented talents training model, local colleges and universities must get the idea of elementary path and main component factors into shape.

A. Basic connotation of personnel training mode

Currently, there have been abundant papers and treatise about personnel training mode, and practice forms in different kinds of colleges and universities are even beyond count. People are constantly summing the practice and exploring the theory in different angles and gradations. The arguments and divergences mainly show in two aspects. One is about the diversion of nature; this main point lies in that it is a management or didactical activity, a dynamic process or a static element. The other is about the constitution of connotation. The discussions are mainly about the training objective, contents, process and system.

These academic disagreements on personnel training mode meet with the need of domestic higher educational development, and is also the summary and correction to practical exploration in educational field. As long as we insist on logic unity and systematicness, it won't influence the practice and innovate on this mode. We can clearly conclude the basic content of this mode, which include aim and standard of personnel training, project and course system, teaching procedure, teaching method, administration and evaluation, if we analyze philosophical problem according to rules of personnel training. Therefore, it is not so important to define this procedure is dynamic or not, or this is about management or didactical activity. In 1988, the vice minister of education named Zhou Yuanqing addressed in national education working conference, he explained that the personnel training model was the aim and standard of training people ,and it was also a practical methods or means to implement, it was the combination of procedure and aim.

B. The diverse choice of personnel training mode

The talent training mode has progressive characteristic. It has a complicate relation with school-running patterns and teaching mode. If we look it from professional and practical perspective, we can say that personnel training mode is a specific choice of higher school-running patterns.

Personnel training mode, which reflects the trend of talents demanding in economy and social, and also of talents training with the process of higher education popularization, is also characterized by its variety. This kind of variety can be seen

not only among universities but in a certain university. Combined with histories of their own, all kinds of colleges or universities have always been actively economy- and -society-oriented to position their educational aims and choose suitable personnel training modes. For example, some put forward the training mode of general talents, professional talents and interdisciplinary talents from the perspective of disciplines and majors; some propose academic talents, innovative talents and practical talents training modes according to the types of talents; and also some come up with personnel training mode of "3+2", "2+2" and so on based on the length system of schooling.

So why there is a diversified talent training model inside the university? Generally speaking, due to the different quality and characteristics of different subjects and specialties, the major must be under the guidance of the general goal, determine their own training objectives and training standards and choose a personnel training model appropriate to it. In this degree, the university won't have only one talent training model. For example, as a research university, Tsinghua university has developed the model of combination of school and local leading enterprises and schools to benefit at the beginning of the twenty-first century[2]; Southeast China University put forward the personnel training mode, cross training mode, cooperative training mode, agility training mode and other integrated innovation training modes[3]. Therefore, in the application of the cultivation of personnel in Colleges and Universities Mr. Pan Fanyuan said, "What is applied undergraduate? Application-oriented university training mainly application-oriented talents, but not all subjects should focus on training applied talents. Application-oriented university can cultivate non-applied talents, but the main task is to cultivate applied talents".[4]

However, no matter which innovation of personnel training model must abide by a basic education regulation. The rule builds a steady course system which about the object location of talent cultivation and standard of professional training. That rule also realizes its training objective by executing teaching programs, updating teaching contents, reforming teaching methods and evaluating teaching effects.

C. The innovation path of applied personnel training mode

It is necessary to build applied personnel training mode if you want to cultivate applied talents, and the precondition that create and design this kind of personnel training mode is scientific acknowledgement about the connotation of "applied talents". Since this manner affect detailing of cultivating professional specification, limit many problems which include course system's level, structure, depth, and scope, etc.

Applied talents are the concept of academic talents. Generally speaking, academic talent is engaged in research objective law, scientific discovery principle of talent, its main task is committed to the objective law of the field of natural science and social science into scientific principle, talent knowledge consists of the knowledge system of basic disciplines; Applied talents is the principle of social science in the use of direct interest and seek work personnel, their main task is to the scientific principle or newly discovered knowledge directly to the field of social practice and social life

is closely related to the production, the knowledge structure is mainly composed of application of knowledge system[5]. Therefore, it is necessary for some scholars according to the complexity of the degree of innovation talents by the production activities in the process of knowledge and ability and problem solving, will be further subdivided into engineering application talents, technology and skill class, or from the training level of the applied talents should be divide into innovation applied style, knowledge-based style and technology applied style.

The construction of practical curriculum system is also the process of comprehensive reform of professional training programs. The main procedure of designing this process is, research on the demand for professional talents in the economic and social development; the formation of professional knowledge, ability and quality specifications; determine the curriculum system and structure to realize the training standard; optimizing teaching links, teaching methods and means; to predict the effect of teaching and to develop a sound evaluation system for teaching and testing. Then, the training program into the implementation phase, after a cycle of operation and evaluation, determine the objectives, specifications and quality of personnel training, it marks the formation of a new training model. This is the innovation path of applied talents training.

Correctly understanding the characteristics and connotation of applied talents is the premise of creation of personnel training model of local undergraduate colleges, and the key is to construct applied curriculum system. To construct undergraduate curriculum system, the first, pay attention to the difference between undergraduate curriculum system and vocational curriculum system, handle correctly the proportional relationship between compulsory course and optional course, theoretical teaching and practical teaching. Second, pay attention to the difference between undergraduate curriculum system and the academic talents curriculum system. The characteristic of applied curriculum system lies in transiting curriculum structure based on subject knowledge into the one based on application ability development.

In short, the transformation of ordinary university to application-oriented university needs to optimize one interconnected elementary path that not only accord with the rules of development of higher education, but also gear to actual circumstances.

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