

Exploration on Development Path for Application-oriented Universities

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Abstract—Application-oriented universities are an important part of the higher education system. Application-oriented universities are the core force supporting and core strength for leading the national innovation-driven development strategy. The application-oriented universities are introduced in this paper. The development process of application-oriented universities is described. The development resistance of application-oriented universities is analyzed. The development path of application-oriented universities has been explored. Application-oriented universities must persist in carrying out reform and innovation in own countries, and application-oriented universities must improve cooperation with other countries, improving the level of running schools. Application-oriented development is a reform, and application-oriented development is a development path. A clear position is the prerequisite for the development of application-oriented universities, deepening reform is the only way for the development of application-oriented colleges and universities, and strengthening cooperation is the future development direction of application-oriented universities.

Keywords—Higher education, Development path, Application-oriented university, Reform, Mechanism

I. INTRODUCTION TO APPLICATION-ORIENTED UNIVERSITIES

Application-oriented universities are an important part of the higher education system. Application-oriented universities are the core force supporting and core strength for leading the national innovation-driven development strategy. The three types of universities, research-oriented, application-oriented and vocation-oriented which is in different positions of the innovation chain. Research-oriented colleges and universities concentrate superior resources to invest in discoverable innovation [1]. Vocational and technical colleges are committed to technical transformation. Application-oriented colleges and universities are the intermediate force for the transformation of scientific research achievements. However, most application-oriented colleges and universities are in the collapse of the innovation chain, that is, application-oriented colleges and universities are relatively in the "central collapse" position of the higher education system. On the one hand, compared with research-oriented colleges and universities, many application-oriented colleges and universities have shorter time to establish schools, less mature experience in running schools, relatively low-quality education resources, and relatively low status in the elite level and traditional academic-oriented public opinion.

II. DEVELOPMENT APPLICATION-ORIENTED UNIVERSITY

In China, the development process of application-oriented higher education includes three stages. The first stage was reform and opening to the middle of the 1990s. The first stage begins to explore the application-oriented talent training mode. Some of the institutions explored are from new universities, and some are from higher science education [2]. Later, education of higher science department had a lot of problems, such as serious field duplication of major setting, relatively large scale of major setting and difficulty in graduate allocation. In order to solve the above problems, colleges and universities have unified the training objective of application-oriented talents, which is to unify thoughts and improve understanding. At the same time, colleges and universities set up a diversion system. In order to cultivate application-oriented talents, education teaching reform has been actively carried out. The triage system divides majors into "basic" and "application" categories [3]. The second stage was in the mid to late 1990s. Some local undergraduate colleges and universities began to explore application-oriented undergraduate and application-oriented universities. The third stage is the beginning of the 21st century. Some local undergraduate colleges and universities begin to have high application type. China's higher education has made historic achievements in the leapfrog development. Both the hierarchical structure and the layout structure of China's higher education have undergone profound changes in the process of popularization. From the hierarchical structure to see the proportion of specialty gradually increased, the proportion of this specialty tends to be reasonable. Since 2002, the number of junior college students began to exceed that of undergraduate students. In terms of structure, the scale and proportion of basic subjects are decreasing. The scale and proportion of some practical subjects which are closely related to economy and society are on the rise. The proportion of humanities and social sciences was further increased. From the perspective of layout structure, on the one hand, the establishment of institutions of higher learning tilts and extends to the west and prefecture-level cities, which breaks the pattern that institutions of higher learning are mainly concentrated in the east and large and medium-sized cities, and the gap between regions is narrowing. While the structure of higher education is optimized, the types of higher education are diversified. At present, colleges and universities have a variety of types of running schools, such as: college, vocational and

technical college, full-time ordinary education, higher vocational education, independent college people, run higher education, sino-foreign cooperation in running schools and so on.

School exploration. The goal of running a school set by a competent university is to build a multi-disciplinary, open and high-level applied engineering university with distinctive characteristics. In order to train applied talents of engineering technology, the education mode of industry-university-research cooperation was explored [4]. Teaching, scientific research and technology industries form a trinity. Some local undergraduate universities have many ways to explore. For example, the orientation of running a school is to cultivate application-oriented talents and build application-oriented universities. It has carried out a series of practical explorations, such as selecting majors to carry out application-oriented pilot, constructing application-oriented discipline specialty system, reforming talent training program, carrying out education teaching reform, and carrying out education of industry-university-research cooperation. For example, the concept of development is "service for development, contribution for support, and characteristic for survival", and then the orientation of cultivating application-oriented talents is established, and various school-enterprise cooperation and joint training modes are established.

In the past decade, under the guidance of the policy, some ordinary undergraduate colleges and universities began to explore the transformation to the applied type [5]. In this year, the ministry of education proposed that the basis of China's higher education is talent training, which can be divided into three categories: research-oriented, application-oriented and vocational skills. In terms of talent training, it mainly trains application-oriented talents who are engaged in serving economic and social development at the undergraduate level or above. Scientific research, mainly engaged in social development and the application of science and technology research. At this point, the status of application-oriented higher education in China's higher education system has been established. The main driving force for the development of applied higher education is the pursuit of new universities. The development of applied higher education has two sides. The application type higher education has both type and hierarchy attributes. The experience of application-oriented higher education development includes serving the social development of local economy, deeply carrying out school-enterprise cooperation of production-education integration, and cultivating application-oriented talents. These are the main criteria for testing whether a school, an education, is application-oriented [6]. These are also the touchstones for the success of application-oriented universities. Application-oriented colleges and universities can rely on strength to develop application-oriented higher education. The level of applied scientific research determines the application. Type I talent training quality and education level. Application-oriented colleges and universities must deal with the relationship between teaching and scientific research.

Application-oriented universities are an important part of the higher education system. Application-oriented universities are the core force supporting and core strength for leading the national innovation-driven development strategy [7]. Application-oriented development is a reform, and application-oriented development is a development path. A clear position is the prerequisite for the development of application-oriented universities, deepening reform is the only way for the development of application-oriented colleges and universities, and strengthening cooperation is the future development direction of application-oriented universities.

III. RESISTANCE TO THE DEVELOPMENT OF APPLICATION-ORIENTED UNIVERSITIES

The development of applied higher education still faces many problems. These include institutional mechanisms and the external environment. Some problems need to be solved by the government. The organizational management system of application-oriented higher education needs to be straightened out, and the leadership of application-oriented higher education needs to be strengthened. The status of applied higher education needs to be promoted from the aspects of laws and regulations, financial system, education policy and so on. The relatively harsh living environment of application-oriented higher education needs to be changed [8]. After several years of in-depth development, application-oriented colleges and universities will gradually differentiate. There are still many problems to be solved in the reform of application-oriented universities. The construction of the teaching staff needs to be strengthened, the applied scientific research ability needs to be improved, the integration of production and education, the ability and level of school-enterprise cooperation also need to be improved.

Application-oriented development is a reform, and application-oriented development is a development path. A clear position is the prerequisite for the development of application-oriented universities, deepening reform is the only way for the development of application-oriented colleges and universities, and strengthening cooperation is the future development direction of application-oriented universities. Application-oriented colleges and universities are an important part of the higher education system. Application-oriented colleges and universities support and lead the national innovation-driven development war [9]. little bit of the core. The three types of universities, research-oriented, application-oriented and vocation-oriented, are in different positions of the innovation chain. Research-oriented colleges and universities concentrate superior resources to invest in discoverable innovation. Vocational and technical colleges are committed to technical transformation [10]. Application-oriented colleges and universities are the intermediate force for the transformation of scientific research achievements. However, application-oriented universities are in the "central collapse" position of the higher education system. Compared with research-oriented colleges and universities, many application-oriented colleges and universities are relatively short in construction time, lack of mature experience in running schools, and lack of high-quality running resources. The status of application-oriented universities is relatively low, in the elite level and traditional academic-oriented public opinion. Compared with vocational and technical colleges and universities, application-oriented colleges and universities are not precise in the definition and positioning [11]. Application-oriented colleges and universities are in a fuzzy zone between research-oriented colleges and vocational and technical colleges. The connotation construction of application-oriented university development innovation chain is still unstable. As an importer of higher education, China has gradually clarified the

development concept of sino-foreign cooperative education through the practice of Sino-foreign cooperative education, and has become a systematic social behavior guide to guide the practice of Sino-foreign cooperative education. With the deepening of sino-foreign cooperation in running schools, the composition of its development concept has become increasingly clear.

At present, China's higher education management system has formed two levels of central and provincial government management, with provincial government overall management as the main pattern. Macroscopically, the reform of higher education management system has made a major breakthrough. Through joint construction, adjustment and cooperation, a number of comprehensive universities with comprehensive disciplines and talents have been built. A provincial-level management system with a provincial-level management system has been formed at both the central and provincial levels. Before and after the reform of the management system, the number of institutions of higher learning directly managed by the central ministries and commissions was adjusted from more than 300 to about 100. It promotes the adjustment of the layout of institutions of higher learning and improves the efficiency of running a school.

From a micro perspective, the reform of the internal management system of institutions of higher learning is deepening, and notable achievements have been made in the reform of logistics socialization, personnel distribution system, enrollment system and graduate employment system. The management mode formed under the planned economy system has been broken. China's higher education has made historic achievements in the leapfrog development. Both the hierarchical structure and the layout structure of China's higher education have undergone profound changes in the process of popularization. From the hierarchical structure to see the proportion of specialty gradually increased, the proportion of this specialty tends to be reasonable. Since 2002, the number of junior college students began to exceed that of undergraduate students. In terms of structure, the scale and proportion of basic subjects are decreasing. The scale and proportion of some practical subjects which are closely related to economy and society are on the rise.

The proportion of humanities and social sciences was further increased. From the perspective of layout structure, on the one hand, the establishment of institutions of higher learning tilts and extends to the west and prefecture-level cities, which breaks the pattern that institutions of higher learning are mainly concentrated in the east and large and medium-sized cities, and the gap between regions is narrowing. While the structure of higher education is optimized, the types of higher education are diversified. At present, colleges and universities have a variety of types of running schools, such as: college, vocational and technical college, full-time ordinary education, higher vocational education, independent college people, run higher education, sino-foreign cooperation in running schools and so on.

IV. PROSPECT OF APPLICATION-ORIENTED UNIVERSITIES

Application-oriented universities must persist in carrying out reform and innovation in own countries, and application-oriented universities must improve cooperation with other countries, improving the level of running schools. Application-oriented universities are an important part of the higher education system. Application-oriented universities are the core force supporting and core strength for leading the national innovation-driven development strategy. Application-oriented development is a reform, and application-oriented development is a development path. A clear position is the prerequisite for the development of application-oriented universities, deepening reform is the only way for the development of application-oriented colleges and universities, and strengthening cooperation is the future development direction of application-oriented universities. The key is the development of application-oriented universities for the future development of application-oriented universities. All for the student, all depends on the student, takes the teaching work as the central task. We should focus on cultivating innovative talents, deepen education teaching reform with great efforts, and focus on strengthening practical teaching. We should strengthen the links of practical teaching, reform the contents of practical teaching, improve the system of practical teaching, and insist on the application of information technology as an important means to improve the quality of teaching. We should push forward the reform of teaching methods, strengthen the construction of high-quality resources, adhere to the principle of teacher-centered education and teacher-centered education, and establish and improve effective incentive and restraint mechanisms. Fully mobilize the enthusiasm of the majority of teachers, play the initiative of teachers, let all teachers actively participate in the practice of reform.

V. CONCLUSIONS

The invention relates to a development of a baby diaper cleaning machine, the product can clean a single diaper with child defecation, which can not only obtain better washing effect, but also sterilize and disinfect the diaper after washing. The baby diaper cleaning machine includes a sink at the bottom, a washing table mounted on the top of the sink, and a washing table fixed together with the top cover; The drain valve is installed outside of the tank, and the diaper support frame is installed inside of the sink. The diaper is clamped through the diaper support frame and the diaper support frame clamping ring. The brush board is mounted on the scrub table. Both ends of the brush plate are placed in the first card slot inside the scrub table. The upper surface of the brush plate is fixed at the left end of the bearing and the connecting rod. The right end of the connecting rod is connected to the left end of the connecting rod through the bearing. The right end of the connecting rod is connected to the eccentric gear through the bearing. The pinion meshes externally with the eccentric gear, and the pinion is fixed on the output shaft of the motor; The handle is fixed on the upper surface of the upper cover, and the disinfectant lamp and battery box are installed on the lower surface of the upper cover. This product can not only obtain better washing effect, but also sterilize the diaper after washing. This product has the advantages of simple structure, saving water, electricity and other resources,

green and environmental protection. Simple structure, small size, save water, electricity and other resources, green environmental protection.

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