

Construction of Practice Teaching System in Newly-established Application-oriented Universities

Jing Zhao

Economics and Management College, Shandong Women's University, Jinan, 250002, China

email: zhaojing70@126.com

Keywords: application-oriented universities; practice teaching system; assessment system

Abstract. The connotations of newly-established application-oriented universities manifest the significance of the construction of a practice teaching system, however, restricted by objective conditions and paths already set, the construction has become a key problem hindering the development of higher education, which results from a variety of reasons, ranging from society, government and macro-economy to enterprises, universities and students. To build a practice teaching system calls for the establishment of an appropriate goal system, a rich teaching content system, a scientific management system, a support and guarantee system and an overall assessment system.

Introduction

The application-oriented universities mainly refer to new undergraduate institutions that developed by many different levels, different types of schools or college independently since 1999, along with the expansion of the scale of higher education in China and the reform of the continuous. By the time, its scale in higher education sequence is becoming bigger and the features of applied talents also becoming evidencing. Their teaching system is practice teaching system of which be contacted with such institutions with theoretical teaching system. Under the teachers guidance, students are based on the actual practice and acquiring the scene knowledge and basic skills. All kinds of these are a series of teaching activities combination. The applied talents training system has three basic systems. They are practice teaching system, the quality of the education system, and the theory teaching system.

The Basic Sense of the Practice Teaching System of Application-oriented Universities

1.The Features of Talents Training of Application-oriented Universities Contributes to the Important Position in Building Practical Teaching System

Popular to say, the main task of the application-oriented universities is to train application-oriented talents, and the talents are on the undergraduate level. Enrollment of these institutions can be all over the world, and it can be engaged in scientific research, it can recruit some graduate students; but its focus on training applied teaching talents. The talents are for local services, services for the industry, for economic and social services and they are directed at the industry, qualitative in professional, stereotypes on the application, applied professional education, targeted at teaching, freeze in practice. The features of talents training in practicing contribute to building the practice teaching system and it is very important in talents training.

2.To Build a Scientific Practice Teaching System Can Solve Application-oriented Universities' Top-level Design Issues

Contrasted to the theoretical teaching the practice teaching has been a difficult problem in the application-oriented talents. Practice teaching system has a very important practical significance in guiding respective major to develop a special practice teaching system in their profession, strengthening the status of the practice teaching, and enhancing the quality of practice teaching. To application Oriented universities, making full use of the practice teaching system's function; exploring the match strategy from a practical point of view; establishing the security operational

system, making the practical teaching system to the efficient functioning of the teaching practice; and thus the scientific and rational practice teaching system is built. So, to build a scientific practice teaching system can solve application-oriented universities' top-level design issues.

3. Practice Teaching System Takes Precedence over the Theoretical Teaching System Is a Requirement in "Personality" of the Application-oriented Universities

The difference between the application-oriented universities and other universities, especially in the research-oriented universities is that the application-oriented universities create a unique practice teaching system and heir and strengthen the advantage of practical teaching. The feature of practical is reflected in the whole process of application-oriented education, which is required by the essential characteristics and dislocation development goals of this type of education. This type of education's goal is to cultivate professional applied senior person who have the practical ability. In order to realize the goal, it have to strengthen the practical teaching, to increase the proportion of practice teaching, strengthen the experimental teaching, internships and practical teaching; curriculum design or social practiced graduation project or thesis. It through the strict training by practice teaching system to improve the professions applied ability, develop and design capabilities, technology innovate capability and integrated professionalism. All of this is to enhance the profession's core competitiveness. In turn, this type of education's "personality" requires highlighting the practice teaching system, build and improve the practical teaching system it have big sense to highlight the school's characteristics.

The Problem in Building Application-oriented Universities' Practice Teaching System

When the application-oriented universities become a university, it is also have a strong sense of "critical"; it will keep same direction with the famous universities in "subject" or "research". But also ignore the practical teaching in the teaching plan and activity. This phenomenon reflects that theory is more important in a lot of universities. Specific performance:uncleanness practical teaching goal, old practical teaching content, temporal practical teaching management and order, un perfect practical teaching support and security system, bad effects and other issues.

Reasons for the Problems of Practice Teaching System of Application-oriented

1. At the Macro Level

Being affected by traditional education pattern, without experience of establishing application-oriented university and realizing the great significance of practice teaching to cultivate the practical talents, new universities carry out the principle of copy. And because they do not put both practice and theory teaching in a same prime position, so the goal for cultivating the talents cannot be reached. Although it has paid much attention to higher education, issuing relatively laws and regulations, as well as proposed the idea of industry-university-research cooperation, our government did not carry out executable details to support that combination and help university to propel practice teaching, which is far behind the level of developed countries' support. At the aspect of practice, students cannot gain enough government's policy support and guarantee, so, in every regards, the initiative cannot be stimulated.

2. At the Aspect of School

Neglecting the dialectical unity in school-running orientation and training objective, the level of new universities' cognition for practice teaching is still in elementary stage. They, which had the advantage of training skilled and specialized talents, who held perfect and distinctive practice teaching system, after up to the level, forget their own good tradition, and design the system on the basis of the outdated training mode, shortening establishment of practice teaching. In the spite of that some universities learned the importance of practice teaching in the aspect of training application-oriented talents; it is a long and difficult process to build a systematic and three-dimensional system. Because that their realization is step by step and it should constantly explore and practice, according to development requires of social and economic. In the meanwhile, because similar extracurricular practice teaching base cannot stand that application-oriented

universities arrange, the practice teaching is just formally.

3.Social Level

For the rapid development of our country market economy society, enterprises driven by profit have little enthusiasm to participate in the practice teaching of universities. If any ,include some “order-training”, “co - running school with the enterprise” and other deepening production, teaching and researching mode ,much more because of the interests of enterprises themselves, rather than the social responsibilities to high education and public welfare demands. Thus, there are less enterprises resources for application-oriented universities to participate in the practice teaching, and for those universities that do not have solid industry background, it's more different for them to get support of companies.

4.Technology Levels

It is difficult to evaluate the operation skill and comprehensive practical qualities of students, above all the formative assessment. It requires detailed evaluation standard and procedural steps in detail. For doing this, we not only have to put massive manpower and material resources and it is hard to grasp on the specific operation. A scholar said that looking from the present situation of the talent training applied undergraduate colleges, it is because of the limitation of teaching condition especially the limitation of ranks of teachers and school funds, some teaching links like experiments, practice, social practice and graduation design and others that related to practical teaching process are easily to replace the objective evaluation in subjective randomness ,and so as to make the practice teaching was constantly "marginalized".

The Scientific Structure of Practicing Teaching System in New Application-oriented Universities

1.To Have Definite Objectives of Practicing Teaching

The structure of practicing teaching system should be based on its teaching objectives. And the goal of the teaching is a general one which can be divided into many other small parts for students' comprehensive ability in practice, according to aims of personnel cultivation and features of majors, actual requirement of these professional post groups for knowledge, capability and quality. In the whole system of practicing teaching, the objective system just likes a drive, so it is the most important. Anyway, the practicing teaching system should be the combinations of inside and outside classes, in and around schools, experiments and practical training and internships, dispersion and centralization. In a word, the practicing teaching system is from the basic skill to professional technology to comprehensive technique application and the progression and openness innovation ability. And the system includes many different parts such as basic skill, professional service ability and engineering practice and creativity ability.

2.To Improve and Enrich the Contents of Practicing Teaching System

It is said that the content of system is just like a saying:"the benevolent see benevolence and the wise see wisdom", three parts of practice, three levels and five links, two portions of multi-modules system included. But, generally speaking, the system has two teaching parts: the practice in schools and out of schools. The former has many kinds such as experiments and practical training, production practice on campus, curriculum and paper design, double-certificate education, research and training, service outwards, discipline competition, etc. The latter is like recognizing the practicing, substituted post exercitation, social practice, market research. By those above, the system can be formed of the employment-oriented and comprehensive vocation ability as the main line. According to the different courses and majors, the links and modules above can be connected, and the basic structure is consistent. All in all, with specialized characteristic, courses' traits and the demand of capturing the market, we should improve and enrich consistently the system.

3.To Construct the Standard and Long Lasting the Practicing Teaching Regime

The regime has many aspects of administrative organization, document and system, quality monitoring and others. Before constructing the regime, educational authority should be first founded accordingly. In many cases, management organization led by Dean's offices of schools will be set up, and then supervises the training base construction in and around schools, while the

secondary colleges are the concrete departments and are the centre laboratory and training base. In addition, we need to enrich and promote the standard files and administrative rules, which can take example by quality management philosophy and standard system of International practice. And in accordance with the objective of personnel cultivation in new applied-oriented universities, we need to mix together the employees technique in professionalism post and quality requirement into the standard files of practicing teaching so as to have a overall quality monitoring system, like constructing good management responsibility of teaching, experimental facilities and process management and good effects and evaluation. Besides, our school should improve continually faculty's application practice's ability by encouraging teachers to participate the examinations of all kinds of qualification certificates or promoting actively the cooperation with enterprises, or organizing professors to have a deep and special research. At the same time, we cannot forget to propel the technical teamwork, and promoting faculty's practical teaching level with the way of making them into enterprise operation and management, research and development. Finally, we should adopt the information tracking of quality monitor so that the message feedback of practicing teaching is multi-dimension and Omni bearing and overall process. We can also set up the feedback system of experts' supervisor and we can listen to students' or student delegates' opinions, if necessary, we can listen to students' parents' advice..

4.To Build Solid Practice Teaching System

(1) To Enhance the Faculty Building.Enhancing the faculty building, promoting the overall practice teaching instruction ability of faculty, meanwhile attaching importance to strengthen the construction of experimental training guidance of teachers, stabilize base of the practice teaching of human resources, so that we can build the most important Security team of practice teaching.

(2) Increase the Laboratory Construction, Do Open Experience Energetically.According to the teaching requirement, we will make full use of existing resources, integrate the teaching resources of laboratory, reasonably project and construct laboratory. Every laboratory should make elaborate constructive plan, especially build laboratory centre or creative practice base, which is very beneficial to students, and put more emphasis on open experience.

(3) Reform Teaching Mode and Methods; Cultivate Students' Ability of Scientific Research and Creation in All Directions.Some certain profession may adopt project-driving method for teaching which can stimulate students' abilities of creation and scientific research. Some courses adopt situational project, assignment-driving, roll-playing and case teaching approaches to reform teaching method. Further, we establish the new teaching method of guidance heuristic and collaborative-inquiry education.

(4) Intensify the Teaching Material Building for Practice Teaching.It includes: problem sets, separate practice and theory, practicing teaching plan, outline and instructor, etc.

(5) Strengthen Off-campus Practice Base Construction; Deepen the Industry-university-research Cooperation.It includes building school-enterprise cooperation organization, found professional guidance committee, integrate teaching resource and reconstruct personnel training program, establish production study-research cooperation entities, build fixed training base in enterprise, making the enterprise the second guidance. Adopting "Order Training" method which is appropriate for talents, taking up an occupation in certain direct. Intensify occupational skills training, and carry out multi-certificate system, and build double capability trainers which accord with applied talents.

5.Construct Scientific Reasonable Practice Teaching Assessment System

(1) The Adviser's Comprehensive Assessment Method.During the talents training for applied undergraduates, we can assess teachers in teaching by teaching supervision team. The quality of teaching is assessed during practice teaching. The establishment and perfection of the unities of those three assessments are feasible and operational.

(2) The Comprehensive Assessment of Students.We should grasp the several principles as follows: Firstly, creating assessments standard reasonably according to universities, colleges and professional basis documents. Secondly, make quantitative evaluation scientifically on the basis of qualitative assessment. It would be better if we created multi-level quantitative index system. Thirdly, students must be assessed by both universities and off-university advisors. Fourthly, if

students have mature professional standard, major and professional assessments should be dynamic integrate. Fifthly, combine progressive and terminative assessments, put emphasis on practice and monitor during progressive assessments.

(3) Comprehensive Assessment of Practice Teaching Quality for Applied Undergraduate Education. Assessment standard should introduce social assessment system; build social monitor system constructed by internship, employers, professional organizations, authoritative detecting institutions. Presently, the most appraisal system for graduate didn't combine social and college assessment system. We need to do the follow survey and information feedback. According to stable rate occupation promotion, degree of enterprise and parents' satisfaction, salary information, we will build and perfect monitor restrict system of feedback information, analysis new talents training aim and standard, make more reasonable talents training plan and practice teaching system.

Acknowledgement

Supported by the Innovative talent training mode experimentation area program of Shandong higher education, 2012: Innovative experimentation area of multi-dimensional one-stop chain store operation and management talent training (No. 27)

Supported by the Teaching Reform Program of Shandong higher education, 2012: Discussion and practice on training mode of applied talents of economic management major (No. 522)

References

- [1]M.Y. Pan, Theory and Practice of Applied Talents, Xiamen University Press, March 2011.
- [2]Q. Shen, Y. Zhang, Yang Luo, The Construction and Reform of Applied Undergraduate Practice Teaching System, Practical Technology and Management, Vol.27 No.10, pp. 36-38 October 2010.
- [3]Y.F. Xu, The Research and Exploration of Applied Undergraduate Practice Teaching System, China Education Innovation Herald, Vol.17, pp.2-3, 2010.
- [4]Z.C. Xu, L.X. Zhu. Construction and Exploration of the Applied Undergraduate Colleges Practical Teaching System, Chu Zhou University, June 2010.
- [5]Q.Y. Bao, Zhe Jiang, Construction and Practice of Applied Undergraduate Institutions Experimental Teaching Quality Assurance System, Laboratory Science, Vol. 13, No.5, pp.53- 55, October 2010.
- [6]Y. Bian, New Application Oriented Undergraduate Practice Teaching Research, The Thesis of Nanjing Normal University, April 2011.