Research and Discussion on Application-oriented Curriculum Reform Strategy

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Keywords: Applied courses; Curriculum reform; Talent training.

Abstract. Faced with the transformation and development of applied technology-based universities, curriculum reform has become one of the core tasks of transformation and development. Colleges and universities should continue to promote the construction of teachers, curriculum construction, practice training base construction, etc. In the primary position, the traditional curriculum based on the disciplinary system will be gradually transformed into an application-oriented course focusing on “knowledge application”. The professional setting will be docked with the industrial needs, the course content will be docked with the professional standards, and the teaching process will be docked with the production process. Learn to do the mastery of the requirements of real skills to carry out teaching activities.

The Meaning

The core of colleges and universities is the curriculum. The application-oriented curriculum reform is the key work of a large number of university transformation and development and education and teaching reform. In order to reflect the "applied technology" orientation, and cultivate the application-oriented, composite and innovative high-quality applied technology talents that are in short supply for production services, universities should continuously promote the construction of teachers, curriculum construction, and practical training base construction. In order to fully meet the construction standards of the application technology model schools.

The fundamental problem of the transformation and development of applied universities is the curriculum problem. The traditional curriculum based on the disciplinary system is gradually transformed into an applied course focusing on “knowledge application”. The professional setting is connected with the industrial needs, the course content is linked with the professional standards, and the teaching process. Interconnect with the production process, and carry out teaching activities according to the requirements of real life and true mastery. Design theory, technology and training courses according to the company's real technology and equipment level to promote the reform of teaching content; design teaching space and curriculum modules according to the real business process of production services to promote the reform of teaching process; stimulate learners through real cases and real projects Learning interests, inquiry interests, and professional interests drive the reform of teaching methods.

Guiding Ideology and Basic Ideas

Guiding Ideology

Colleges to Applied Technology Types (2014-2020) (Trial)” (Shaan Jiao Fa [2014] No. 43) and so on, and continuously deepened vocational education. Teaching reform, promote the transformation and development of our school, take the application-oriented curriculum reform as the starting point, and comprehensively improve the quality of applied technology-based personnel training.

Basic Ideas

Applied curriculum reform should be implemented simultaneously at the school level, at the professional level, and at the curriculum level. Guided by professional needs, with the goal of talent training as the foundation and the cultivation of practical ability. At the school level, we should improve the system construction, issue a series of documents and provide policy guarantees, strengthen school-enterprise cooperation and the construction of internship training bases and the construction of teaching staff; at the professional level, we should conduct in-depth research in industries and enterprises, and continuously optimize to support talent cultivation. Objectives, curriculum systems that meet professional needs, and further improve the talent training program; at the curriculum level, we should sort out and reform from four aspects: curriculum orientation, curriculum design, curriculum implementation, and curriculum evaluation. The curriculum orientation should reflect the fit of the service professional training objectives; the curriculum design should reflect the integration degree of “double-base dual technology” and practice; the curriculum implementation should reflect the closeness of “teaching, learning and doing”; The curriculum evaluation should reflect the application and the performance of ability in practice.

The Main Task

Transform the concept of talent development. Focusing on students, paying attention to "teaching students according to their aptitude", paying attention to "integration of knowledge and practice", highlighting the concept of "professional demand orientation", "knowledge application-oriented" and "practical ability as the most important", focusing on "simple knowledge transfer" to "emphasis" The transformation of the "capacity-building" model has changed from "traditional subject education" to "modern vocational education" system.

Optimize the curriculum. The design of the curriculum system should be carried out in accordance with the steps of “In-depth industry research, clear training objectives, setting professional competence, highlighting professional characteristics, summarizing core curriculum, and optimizing curriculum system” to ensure clear and accurate work ideas and scientific and effective work processes.

Focus on the intrinsic relevance and integration of the curriculum. The professional talent training program should set the corresponding course group according to the professional ability, and pay attention to the inherent organic connection between the courses. Each teaching and research section should carry out in-depth course teaching research work, so that the professional courses have the attributes of mutual connection and technical support. Solve the contradiction between the comprehensiveness of the use of professional ability and the classification of subject curriculum.

Revise the course syllabus. According to the professional talent training program at all levels, the curriculum syllabus will be revised in time, and the “Starting Course Description” will be prepared according to the syllabus, and the questions such as “teaching, learning, teaching, how to learn, what to test, how to test” will be clarified.

The course is clearly defined. The curriculum orientation should reflect the supporting role of the professional talents training objectives, and the curriculum teaching objectives should meet the requirements for cultivating students' development ability.

The course design is reasonable. Design the teaching process according to the work process; design the course content according to the ability goal; stimulate the learning interest based on the orientation.

The course implementation is effective. According to the "study situation" reform teaching methods, innovative teaching methods; "task" as the carrier, the teaching process reflects the
integration of rationality; comprehensive use of traditional classrooms, flip classrooms, cross-border classrooms.

The course evaluation is objective. The student's learning outcomes should be evaluated from multiple angles and in multiple dimensions. The implementation effect of the curriculum should have certain statistical significance and achieve a good overall teaching effect.

Eliminate the “water class” and create a “golden class”. Launched the “Golden Course Project” to create a number of “golden lessons” with “high-level, innovative and challenging”, including offline “golden lessons” and online “golden lessons” (e.g., provincial and national level). Boutique online open course), online and offline “golden class” (such as: flipping classroom and mixed teaching based on MOOC), virtual simulation "golden class" (such as: provincial, national virtual simulation experiment teaching project), society Practice the "golden class" (such as: Youth Red Dream Tour, China "Internet +" College Students Innovation and Entrepreneurship Competition).

**Supporting Policies**

Accelerate the reform of the supporting system. The corresponding system reforms were carried out in terms of job title evaluation, evaluation, and compensation system, and teachers were encouraged to actively participate in the teaching reform of applied courses.

Strengthen the training of “double-skilled dual-energy” teachers. Strengthen the cooperation between schools and enterprises, strengthen the training of "double-skilled dual-energy" teachers through external training, encourage teachers to join the company, and strive to account for the proportion of teachers in the "13th Five-Year Plan" period. More than 65%, the proportion of enterprises, industry experts or technical backbone personnel participating in school teaching activities reached more than 80%.

Strengthen the construction of experimental training bases. In accordance with the professional and curriculum requirements, increase the construction of experimental training rooms and practice bases, and improve the matching and guarantee of experimental training conditions. Do a good job in laboratory openness, support and encourage all teachers and students to participate in scientific and technological innovation activities.

Increase funding support. Increase the number of education and teaching reform research projects and the proportion of funds, conduct an application-oriented model course construction project and provide corresponding funding support each year. The application-oriented course teaching workload is given by the 1.1-1.3 class time factor.

Promote teaching and competition to promote change. Continue to promote the "Applied Characteristic Courses Competition" of our school and the national "Applicable Course Construction Lecture Hall" competition and other teaching events, encourage all members to participate, and give awards to teachers.

Summarize and promote typical experiences. Summarize and consolidate the achievements and experience of our school in the application-oriented curriculum reform, rely on the application-oriented curriculum construction alliance to promote cooperation and exchanges between courses, departments, and institutions, and continuously promote the application of curriculum reform and application of technical colleges. Transformation and development.

**Conclusion**

The application-oriented curriculum reform is a systematic project in the school's transformation and development work. It needs to be reformed and implemented in stages, from the school level, the professional level and the curriculum level. The school will introduce a series of policy safeguard measures and professionally optimize the curriculum system. The content of the course is deconstructed and reconstructed. The practical project is the carrier of the course teaching, and it is connected with the work tasks and work processes to cultivate the applied technical talents that meet the professional needs.
Acknowledgment

This work was supported by The Natural Science Foundation Project of Shaanxi Province (2018JM7037025).

References


