

Research on the current situation and improvement strategy of curriculum teaching mode reform in Colleges and Universities

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Abstract: With the continuous advancement of the reform of university curriculum teaching mode, different problems have appeared in the specific implementation of the teaching mode in various universities. In order to improve the quality of university curriculum teaching, the reform status and practical strategies have been studied. The reformed teaching curriculum lacks practical application, the teaching content is not strong, and there are problems in the optimization of multimedia and information network resources. Three angles of innovative information-based teaching methods put forward the idea of reform of college curriculum model, and promote the continuous development of college curriculum teaching model.

Keywords: College courses; Teaching mode; Teaching reform; Teaching status; Improvement strategies; Teaching methods

1. Introduction

With the acceleration of educational informatization in China, information technology is widely used in the reform of teaching mode. The traditional teaching model no longer meets the needs of students for diversified knowledge. The combination of college curriculum education and information technology has attracted extensive attention [1]. The reform of college curriculum teaching mode is an effective way to promote the reform and innovation of college education and improve the teaching quality of colleges and universities. The reform process of college curriculum teaching mode is not only a gradual process, but also a process of continuous harvest and reflection [2]. In this process, some colleges and universities take the lead in building a new teaching curriculum model and stand out in the reform. Some colleges and universities lack innovative ideas in the teaching reform, and the reform effect is not ideal. The reform and improvement of teaching mode need the joint efforts of teachers and students, take cultivating students' comprehensive quality as the teaching goal, and improve various methods such as teaching and assessment. This paper understands the current situation of curriculum teaching mode reform in Colleges and universities, and puts forward corresponding improvement strategies, which provides a certain reference basis for colleges and universities to improve teaching mode in the future, It has important practical significance.

2. The status quo of the reform of the curriculum teaching mode in colleges and universities

2.1. The teaching curriculum lacks practical applicability

At present, the teaching methods of college courses are still based on traditional lectures. Teachers use textbooks and multimedia courseware as the main teaching materials, and they realize teaching in the form of face-to-face instruction. However, teachers' thinking teaching methods in the curriculum are relatively solidified, focusing more on theoretical learning, which affects students' learning interest to a certain extent, and the concept of talent training needs to be further updated [3]. Students lack subject competitions, lectures and other teaching activities to exercise their practical application ability. The talent training plan and specific curriculum settings of college teaching courses cannot be adjusted in time according to the actual development of society, which leads to talent training strategies and socio-economic development. Demands are differentiated, and many graduated students are

incompetent at work, which makes them unable to effectively apply what they have learned. Therefore, it is necessary to increase the opportunities for students to practice and cultivate their professional skills.

2.2. The teaching content is not well-targeted

The teaching curriculum reform in Colleges and universities should be carried out according to the specific conditions of different courses, but at present, there are some schools and some disciplines that do not adapt to the teaching mode, resulting in the effect of the actual teaching mode reform not reaching the ideal situation [4]. At the same time, the reform of curriculum teaching mode is not fully considered for different teaching objects, so that the current teaching mode reform has the problem of weak pertinence. The teaching content is relatively single, the teaching objectives are not clear enough, and the students are not taught according to their aptitude in the skill training. Some schools are restricted by the school teaching equipment and lack targeted training for the actual employment needs of students. The skill training content is thousands of pieces and one law, lack of innovation, and ignore the degree of professional skills mastered by students to a certain extent.

2.3. Multimedia and information network resources are not perfect

At present, the most used information technology in school teaching is the multimedia computer. In the course teaching, the teaching PPT content is displayed to the students, and some videos and audios are inserted in the classroom as a supplement to the teaching content. But for a long time, this kind of teaching method has a single purpose, and there are fewer applications for assisting students in learning and helping students to learn. As a result, students are difficult to grasp the key points in the limited class time in the face of a large amount of knowledge and information. A lot of knowledge cannot be digested, and a lot of energy is spent on taking notes during class time, and the teacher's explanation is ignored. Information technology and online education resources such as collection, tablets, etc. are often not effectively used, and they have not been used to help students learn. A resource platform for communication [5].

3. Strategies for improving the teaching mode of college courses

3.1. Constructing a curriculum system for application-oriented talent training

Curriculum is the carrier of teaching. What kind of teaching curriculum is the key research direction of curriculum teaching mode reform. With the continuous development of social economy and the transformation and upgrading of enterprises and companies, there is an urgent need for colleges and universities to provide a large number of applied talents. Therefore, colleges and universities should pay attention to professional orientation and build a new curriculum system. Colleges and universities should face the professional needs of social enterprises, set up courses of different majors to cultivate students' professional skills and comprehensive quality, and realize the function of serving social development. While constructing the curriculum system for training applied talents, we should ensure the balance between meeting social needs and individual students, make the new curriculum system play a progressive role in improving teaching quality, solve practical problems under the condition of integrating knowledge, and adapt to the innovation of technology in old fields and the application of technology in New fields brought by social development, To enable students to involve in new technical fields, they should not only master the basic knowledge of general education, but also learn the professional knowledge of interdisciplinary subjects, and increase multi-disciplinary courses in limited class hours, so as to meet the needs of applied talent training.

3.2. Promote the individualized development of students

The organizational form of the teaching model of our country's colleges and universities is generally dominated by class teaching. Such a teaching method can save a lot of teaching resources and improve teaching efficiency to a certain extent. At the same time, such a teaching rhythm cannot meet the individual differences of students. In the teaching mode of the course, there is a lack of timely teaching feedback and lack of teacher-student interaction. In this case, the personality and potential of students cannot be tapped. By improving the teaching mode, we can build a personalized learning environment for students to adapt to their own characteristics. Self-learning time is set in the course,

and the problems encountered during the learning process seek help from teachers through the online learning platform and the Q&A link after class, and form timely feedback to improve the pertinence of the teaching content. There is a display and communication link in the classroom. Provide students with opportunities to express their ideas, encourage students to think positively, and give students the right to choose themselves, choose learning strategies and corresponding learning resources that match their own personality, and enjoy personalized and diversified learning.

3.3. Application of innovative informatization teaching methods

In the traditional teaching mode, teachers who use multimedia technology only focus on a single display function, but do not better apply information technology means to teaching. We should improve the current teaching mode, apply the current information technology to all links of teaching, and actively explore more information technology means to enrich teaching forms. At the same time, it provides students with a platform for hands-on practice, uses information software to provide students with various learning resources, helps students understand the course content, realizes the interaction and discussion between students and teachers, completes the task of autonomous learning through cooperation, and uses multimedia computer technology as the information medium of practical activities to provide personalized guidance for students, Make use of the excellent teaching video in the online open class as an important source of information for students' self-study teaching, communicate with students anytime and anywhere through offline communication software, make full use of diversified information technology means, and provide rich ways to cultivate students' comprehensive ability.

4. Conclusions

Through the research on the current situation of curriculum teaching mode reform in Colleges and universities, this paper combs the three problems existing in curriculum teaching in Colleges and universities, mainly including the lack of practical application of teaching courses, the lack of pertinence of teaching contents, and the imperfect multimedia and information network resources. It also puts forward the improvement strategies of teaching mode reform from these three angles, and has achieved some research results. But at the same time, due to the limitation of time and conditions, there are still many deficiencies in this research, which need to be further discussed in the future research. If the necessity and significance of the current proposed teaching mode improvement strategy are not specifically described, the research on the specific strategy is not specific enough, and it should be continuously corrected and improved in practice in the future.

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