

Practical Teaching Management Strategy of Application-Oriented Universities

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ABSTRACT. *The level of practical teaching is the lifeline of the development of Application-oriented Undergraduate Colleges and universities, which determines the quality of application-oriented talents training. In order to improve the quality of personnel training and the social influence of applied higher education, it is necessary to strengthen the management of practical teaching. We need to improve the relevant system of practical teaching, strengthen the construction of school enterprise cooperation management system, strengthen the cultivation of students' practical awareness, strengthen the tracking and investigation of graduates' practical ability, realize the diversification of practical teaching management subjects, strengthen the management of students' practice outside the school, realize the multi-level assessment of practical teaching, pay attention to the combination of process assessment and result assessment, and strengthen the examination of teachers We should pay attention to the application of network technology in the process of practical teaching information processing, ensure the timeliness of information feedback, and strengthen the improvement of practical teaching management program.*

KEYWORDS: *Total quality management, Applied undergraduate colleges, Practical teaching management*

1. Introduction

At present, although the number of Application-oriented Colleges and universities is increasing year by year and the scale of students is expanding, some application-oriented colleges and universities only pay attention to expanding the scale and neglect the improvement of talent training quality. In the practice teaching management, many application-oriented colleges and universities have not realized the overall management of practice teaching quality. Based on the perspective of total quality management, it is of great significance to explore the practical teaching management strategies of application-oriented universities.

2. Characteristics of Total Quality Management of Practical Teaching in Applied Undergraduate Colleges

Total quality management refers to the management mode that the enterprise or organization takes quality as the core, according to the way of full participation, in order to achieve customer satisfaction, organizational personnel and social benefits. In the process of total quality management, the realization of management objectives is closely related to quality. TQM emphasizes that the quality inspection of products must run through the whole process of product production, rather than only looking at the final inspection results; the quality problems of products can be prevented in advance, that is, each process of product production should be strictly controlled in advance to avoid non conformity; there are many factors affecting product quality, so the quality control work must be assigned to Every post, department and staff shall be responsible for the quality of products. Based on the understanding and grasp of the concept of TQM, in order to achieve TQM in the process of practical teaching management, the key point of "whole process" should be grasped. The practical teaching management of application-oriented undergraduate colleges mainly includes planning, implementation, assessment and handling. In the planning process, the application-oriented undergraduate colleges need to fully analyze the problems existing in the past practical teaching management, learn from experience, and fully integrate into the current practical teaching management planning process, such as improving relevant systems to ensure the implementation of the plan; in the implementation process Link, application-oriented colleges and universities need to manage the process of practical teaching according to the plan formulated by practical teaching; in the assessment link, application-oriented colleges and universities need to assess the teaching results at this stage, strengthen multi-level assessment, attach importance to process assessment, strengthen the examination of teachers, and stimulate the enthusiasm of the main body of practical teaching management; in the processing link, application-oriented colleges and Universities The school needs to process, feedback and summarize the information obtained in the process of practical teaching management[1].

3. The Main Problems of Practical Teaching in Application-Oriented Universities

3.1 “Fuzzy” Orientation of Talent Training Objectives

The concept of teachers and students in many Application-oriented Undergraduate Colleges and universities has not been separated from the elite education, and the value of knowledge-based is still dominant. In addition, some Application-oriented Undergraduate Colleges and universities lack clear and unified talent training objectives, resulting in some colleges and universities, although they put forward “training application-oriented talents for social needs”, in the specific implementation process, from the school management to The orientation of application-oriented talents in grass-roots teaching is not clear. In terms of the allocation of teaching resources, the selection of teaching contents and the use of teaching methods, the traditional idea that practical teaching depends on theoretical teaching still dominates. Some teachers think that the guidance of experimental courses and practice can not be compared with theoretical teaching; some students think that as long as the theory of the course to learn it well, for practice, internship, these practical links are not attached great importance. These misunderstandings directly lead to the status of practical teaching in the teaching system is not prominent, resulting in the quality of practical teaching is not high, the speed of improvement is slow, hindering the cultivation of students' practical ability[2].

3.2 Practice Teaching System Structure “Discrete”

The problems of emphasizing theory and neglecting practice are common in the teaching of application-oriented undergraduate colleges. The practice teaching system lacks unity and systematicness, which has no obvious effect on improving students' practical ability. It is mainly manifested in the following aspects: first, the number of practical teaching hours is relatively small compared with the theoretical teaching course; second, the practical teaching has not formed a relatively independent and systematic teaching structure, and the practical teaching links such as experiment, practical training, practice and career planning are lack of coherence and systematization, only assisting the theoretical teaching; third, the practical teaching is only for better understanding and mastering the phase of theoretical teaching The content is not well integrated with the actual production, and cannot be updated in time for new technology and new technology; fourthly, there is no organic combination of in class and extracurricular practice teaching, and the extracurricular practice activities independently participated by students have little relevance with their own majors. In addition to some discipline competitions, College students' innovation plan projects, laboratory opening and other activities, it can actually improve students' practice and innovation There are not many activities for new capabilities [3].

3.3 “Shortage” of High Quality Practical Teaching Base

With the deepening of the understanding of the diversity of personnel training levels, the state and local governments have increased their investment in Application-oriented Undergraduate Colleges and universities, especially after the evaluation of undergraduate teaching level by the Ministry of education, many schools' practical teaching hardware conditions have been greatly improved. However, due to the lack of overall planning and management, the construction of practice base is not optimistic. It is mainly manifested in the following aspects: the scale of the practice teaching base inside the university is too small and the facilities are not complete, the repetition rate of the same facilities is high, the laboratory is not fully open, and the construction funds are insufficient, so many practice teaching activities cannot be carried out continuously and effectively; in the construction of the practice base outside the University, influenced by many factors, most universities have the situation of the lack of high-quality practice base In addition, the lack of mutually beneficial policies to related enterprises and institutions is also an important factor leading to the shortage of internships.

3.4 “Weak” Practical Teaching Faculty

Due to the transformation of Application-oriented Colleges and universities from teaching type or teaching research type, the requirements for teachers' ability still remain on emphasizing theoretical teaching and scientific research, and there are problems of insufficient attention, insufficient investment and low quality in improving teachers' practical ability. On the one hand, the ability of practical teaching teachers is insufficient and their status is low. Some schools only pay attention to the improvement of practical ability of practical teaching staff. They are strict in the qualification evaluation conditions, and the treatment is low, so there are not many opportunities for further study. The talents introduced from enterprises have only practical experience but lack of

educational and teaching experience, which affects the effect of practical teaching activities. On the other hand, there is a lack of practical teaching teachers, and the proportion of teachers who can meet both the theoretical and practical teaching standards is relatively low. Some young teachers go directly to school for teaching after graduation, lack of special training in practical teaching, and lack of practical teaching ability.

3.5 Practice Teaching Quality Control System “out of Control”

Practical teaching and theoretical teaching together constitute a complete teaching system of university education. Because the time and place of teaching activities are open and dynamic, the practice teaching lacks a unified evaluation standard compared with the theory teaching, and the quality of practice teaching cannot be effectively monitored. On the one hand, the evaluation system of practice teaching quality is not perfect, the relevant rules and regulations of practice teaching are missing or the requirements are not clear, and there is no basis for the monitoring of practice teaching quality; on the other hand, the evaluation of practice teaching is too general, lacking the evaluation standards for different practice links, the evaluation content is divorced from the teaching reality, and lack of operability [4].

4. Measures to Improve the Quality of Practical Teaching in Applied Undergraduate Colleges

4.1 Enhance the Awareness of Practice Teaching Quality

The core of teaching reform in application-oriented undergraduate colleges is to strengthen practical teaching and emphasize the professional education concept with ability training as the core. Therefore, we should make clear the orientation of running a school, strengthen the research and exploration of the training mode of application-oriented talents, and focus on the requirements of the coordinated development of knowledge, ability and quality of application-oriented talents, reasonably organize teaching and allocate teaching resources. We should build an applied talent training system with the quality of students' ability training as the core, basic theory teaching and practical ability training as the same emphasis, actively guide the management and all teachers and students to clarify the proper position of practical teaching in talent training, improve the awareness of the importance of practical teaching to the realization of talent training objectives, enhance the awareness of quality, and root the awareness of the importance of practical teaching in teaching. In the process, it is integrated into the ideology of the management, all teachers and students [5].

4.2 Clear Objectives of Practical Teaching System

In order to adapt to the local economic and social development and cultivate advanced application-oriented talents in production and management, application-oriented universities should carry out practical activities around students' ability development and knowledge construction, and scientifically build practical teaching system. According to the principle of overall optimization, the practical teaching links such as experiment, practice, practical training, graduation project and social practice should be reasonably allocated; according to the systematic arrangement of knowledge, the practical teaching contents should be arranged, focusing on the principles of combination of inside and outside the school, combination of the first classroom and the second classroom, combination of politics, industry, education and research, combination of ability cultivation and quality education, so as to improve the practical ability and innovation of students. Professional ability: actively construct content system, efficient management, scientific evaluation, and practical teaching system in line with the characteristics of application-oriented undergraduate colleges [6].

4.3 Optimize the Internal and External Environment of Practical Teaching

In order to create favorable conditions for students to participate in professional practice and social practice activities, it is necessary to strengthen the top-level design, plan and guide the basic construction of practice teaching such as laboratory, practice and training center from the macro level. Strengthen the construction of laboratory and practice training center, improve the teaching conditions, optimize the allocation of laboratory resources, improve the opening rate and sharing rate of experimental equipment, and achieve the standardization and informatization of laboratory management; the school should also pay attention to the construction of practice teaching base outside the school, strengthen the cooperation among school administration, school enterprise, inter school and universities and scientific research units, and establish stable practice. The

cooperative relationship of teaching, give full play to the basic guarantee function of practical teaching environment to improve the quality of practical teaching [7].

4.4 Improve the Quality of Practical Teaching Teachers

Teachers play a leading role in practical teaching, and their practical ability and experience directly affect the quality of practical teaching. The application-oriented universities should strengthen the construction of high-quality practical teaching teachers with complete theoretical knowledge and familiar practical ability. Establish the vocational qualification admittance system for practical teaching teachers, strengthen the training of existing practical teaching teachers and increase the proportion of “double teacher” teachers by means of training, further study and on-the-job training, establish a reasonable and effective reward and punishment mechanism, improve the sense of responsibility and enthusiasm of practical teaching personnel through competition, hire experts from enterprises and institutions with high professional quality and strong practical ability to participate The training of students' practical skills, the establishment of a long-term mechanism for the training of young teachers, the old with the new, and the strengthening of the construction of the ranks of practical teaching teachers.

4.5 Improve the Quality Control of Practical Teaching

It is of great significance to establish the quality monitoring system of practical teaching for improving the quality of practical teaching in application-oriented universities. First, improve the practical teaching management system and quality standards. Establish a complete practical teaching management system, standardized practical teaching operation rules and quality standards of each practice link to ensure the normal operation and orderly progress of the practical teaching system. Second, strengthen the control and management of practical teaching process. The process management of practical teaching needs the cooperation of the school, teaching unit and practice base. The school should strengthen the construction of organization and management organization for the quality control of practical teaching to ensure the scientific control and effective management of practical teaching. Each teaching unit should make clear its responsibilities, strengthen the organization and management of each practical teaching link. The practice base should provide corresponding conditions for students' practical exercise Support and business guidance. Third, construct a reasonable evaluation mechanism of practical teaching. The school should establish a special practice teaching quality monitoring organization, organize personnel to evaluate the practice teaching, pay attention to the feedback of the government and employers; establish a reward and punishment mechanism, incorporate the practice education work of each teaching unit into the year-end goal assessment, incorporate the practice class into the teacher's teaching quality assessment system, constantly stimulate the creativity and innovation spirit of teachers, and improve the students' independent learning Xi he has the initiative to innovate [8].

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