

# Research on Possible Effects of Transformation of Local Undergraduate Universities

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**ABSTRACT.** *With the gradual transformation and development of local universities in China, the educational structure and teaching concepts have been greatly affected to some extent. This paper will analyze the effects of local undergraduate colleges in the process of transformation and development, and propose countermeasures for the transformation and development of local undergraduate colleges.*

**Keywords:** *local undergraduate colleges; transformational development; possible effects*

## **1. Introduction**

The transformation and development of local wood science colleges is one of the hot issues in China's higher education reform practice and higher education theory research. The Ministry of Education's work points in 2014 clearly stated that it is necessary to "accelerate the construction of modern vocational education system[1]... reform and innovate higher vocational education, explore vocational education at the level of wood science... promote the characteristics of colleges and universities... study and formulate guidelines for the transformation and development of local wood science colleges and universities Opinions, initiated the implementation of national and provincial reform pilots, and guided a group of undergraduate higher education institutions to transform into applied technology-type higher education institutions." Transformation and development is the historical mission of the internal and external laws of higher education, and how to achieve transformational development requires in-depth exploration.

## **2. Transformation significance of local undergraduate colleges**

### ***2.1 Enhance the core competitiveness needs of local undergraduate colleges***

As of 2016, the number of national colleges and universities published by the Ministry of Education has 2,553, and a large number of institutions with lower rankings are in a disadvantaged position in attracting high school graduates. Enriching the type of education and broadening the development direction is improving. The necessary way for the core competitiveness of colleges and universities is the inevitable choice for the adjustment of educational structure[2].

### ***2.2 Comply with the needs of economic and social development***

With the industrial upgrading and the popularization of information technology, the economic transformation has been fully carried out. The state has vigorously cleaned up backward production capacity. In order to adapt to the economic development situation, some enterprises have begun to self-innovate and improve the production technology content[3]. This has pushed the economic field from labor-intensive to technology-intensive, and the scale of undergraduate applied talents is still far from small. In order to meet the needs of economic development, we must further strengthen vocational education and create a broader platform for the cultivation of applied talents.

### ***2.3 Building a reasonable education system needs***

Scientific theory is the premise to lead social development, and technology application is the foundation of social construction. In this sense, applied talents should have a larger proportion than academic talents. China's vocational education system is still small and sound[4], and in general it lacks vocational education at the undergraduate level. The establishment and development of the professional master's degree system is an important decision made by the state to cope with the fault of vocational education. Only the vocational education that strengthens the undergraduate level can make up for the defects of the fault and open up the channel for the rise of vocational education.

### **3. Possible impacts and problems in the transformation of local undergraduate colleges**

#### ***3.1 Impact on the structure of higher education***

At present, the phenomenon of “difficult employment” and “labor shortage” of college students reflects the large gap between the graduates of colleges and universities and the needs of society for talents. The misplacement of the talent supply of colleges and universities and the demand for talents in the society has led to the structural unemployment of university graduates. The institutional roots come from the existing higher education structure system. Therefore, it is necessary to adjust the structure of higher education to realize the transformation of local undergraduate colleges from the implementation of academic higher education to the implementation of vocational (applied technology) higher education. According to this argumentation and design[5], China will implement the transformation and development policy for newly-built local undergraduate colleges, vigorously develop applied technology-based education, and adjust the structure of higher education.

#### ***3.2 Impact on educational philosophy***

At present, China's university education concept has emerged a serious utilitarian tendency, and higher education is moving toward vulgar pragmatic education. The values and functional views of higher education, both at the social level and at the individual level, are immersed in a strong short-term utilitarianism. Especially in the current increasingly severe employment situation of college students and the increasing employment pressure, the pressure from inside and outside the university has made the university education concept and the university education goal seriously deviated, and the reform of higher education has become the trend of “employment education”. “Employment-oriented” has become an important ideological concept that affects the concept of university education and the goal of university education. This greatly narrows and dwarfs the value of university education[6].

### ***3.3 The use of the school is obviously out of balance***

Disciplinary setting and curriculum setting do not consider whether to meet the needs of society, society is improving, technology is developing, people's production and lifestyle are also changing, and enterprises need talents with practical ability, but the response of colleges and universities is relatively sluggish. According to the old model to train students, the curriculum books and teaching mode have changed slightly over the years. As a result, a batch of "pipeline products" have been produced, and "high scores and low energy" are also increasingly subject to social scale diseases. The phenomenon of unemployment has gradually become prominent. There is a problem of heavy academic qualifications and light ability in the construction of local college teachers. It is difficult to guide practical training. At the same time, colleges and universities have short-term training for teachers, and few in-service teachers are required to go to work in enterprises, which leads teachers to understand the changes in the needs of enterprises, and their practical ability is small.

### ***3.4 Limited funding sources***

Since most of the universities in transition are thin and poor in hardware, the infrastructure construction for transformation needs a lot of financial support. However, the local finance allocates funds according to the national unified standards for the construction of colleges and universities, and the support is limited. The social influence of the transition universities is small and high. The investment capacity of enterprises is small; the state's system and encouragement policies for school-enterprise cooperation are still small enough, which have created many obstacles to the transformation of colleges and universities.

## **4. Suggestions for reform of local undergraduate colleges**

### ***4.1 Transforming old ideas***

The state should focus on strengthening public opinion guidance, especially the use of various new media such as Weibo and WeChat public account in the

information age, mastering the mainstream discourse power, and telling the society about the urgency of reshaping the talent structure in the context of the new era. The talent standards required for industrial change will vigorously reverse the understanding of the social masses of applied talents, and thus enhance the recognition of the construction of applied universities. It is necessary to guide colleges and universities to recognize that application-oriented talents are the main force supporting social construction. Application-oriented talents with certain innovation capabilities are scarce resources, enhance the initiative and enthusiasm of transformation; guide parents to pay close attention to the hot professions in a period to post Based on the principle of practical and appropriate teaching, we should calmly choose the majors that are suitable for the growth and development of students, and realize the life value of the students. Guide enterprises to reverse the misunderstanding of the heroes of academic qualifications, comprehensively consider the ability and quality of candidates, and broaden the application of college graduates. Way out.

#### ***4.2 Transformation management guidance mechanism***

The competent education department should abandon the evaluation criteria of the school-running level by the employment rate, and take into account the development performance, development potential and application prospects of the university in terms of development vision, and put an end to the “take for granted” management guidance. One side, scientifically defines the level and direction of running schools in Xiaotong University, and based on this, establishes a targeted classification assessment method and implements a differentiated resource supply method. In short, it is a classification policy. The supply of resources to research universities should focus on the construction of key disciplines, promote research and development incubation with original scientific and technological achievements, and cultivate high-end academic talents for key areas such as national politics, economy, and culture; and strengthen the construction of hardware facilities for applied universities. To build a good platform for the school-enterprise intermediaries, especially for some colleges with special characteristics, we must actively encourage the sub-policies, and appropriately tilt the funds in support, enrollment and expansion. On the other hand, we must fully consider the market

demand, and on the basis of ensuring the government's macro-control of the development of colleges and universities, reduce the specific plan level and let the market competition mechanism play a leading role in the allocation of higher education resources and university competition. Really stimulate the enthusiasm of university transformation.

#### ***4.3 Transforming the concept of college construction***

It is necessary to focus on the development of service economy, the discipline setting refers to the regional industrial structure and the characteristics of industry development, focusing on some courses with more mobile phones, strengthening the training of students' practical ability, and constructing a specialized subject group that can quickly adapt to social changes. Focus on cultivating a team of teachers with equal emphasis on theory and practice. Regularly invite enterprise experts to hold lectures on campus to broaden students' horizons and understanding of the industry situation, organize teachers to participate in various forms of training activities, and hold on-the-job training to promote the theoretical knowledge and the frontier of the industry. Introduce to ensure that teachers master the freshness of knowledge, thus driving the transformation of teaching mode. Although local undergraduate colleges should be transformed and developed, they are mainly the transformation of the discipline professional structure and the type of personnel training, rather than the transformation of school functions. Local undergraduate colleges are mainly teaching service-oriented colleges. Their main function is to cultivate talents. The deep cooperation with industry enterprises is mainly in cultivating the applied technical talents needed by enterprises.

#### **5. Conclusion**

All in all, we hope that it will be unrealistic to solve this problem through the transformation and development of local universities. Therefore, how to achieve in-depth cooperation between local universities and industry enterprises from theoretical needs and possible transformation to reality is a major challenge facing the transformation and development of local universities.

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