

Research on the Construction of Characteristic Specialty Course Groups in Private Applied Universities

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Abstract: In recent years, the Chinese government has actively promoted the informatization of education, improved the quality and efficiency of education, and issued a series of policies to encourage and support the construction of wisdom curriculum clusters. The public's demand for education is also constantly changing, and the construction of wisdom curriculum cluster can better meet the personalized and flexible learning needs. The cluster construction of wisdom curriculum can better integrate educational resources, improve the efficiency of the use of educational resources, and provide possibilities for improving the quality of education. The successful implementation of the wisdom curriculum cluster construction can improve the education quality of private applied colleges and universities, improve the efficiency of personnel training, and have an important impact on the development of society.

With the continuous development of science and technology, human beings have entered the information age. As a product of the new era, art design came into being. With the transformation and upgrading of cultural and creative industries, TV, network, advertising, games, entertainment and other fields need the participation and application of design professionals, but our country lacks professionals in this field. Although the construction of art design major has been attached great importance by colleges and universities, due to some problems in teaching conditions, teacher structure, teaching material construction and practice training, the students trained by many colleges and universities do not meet the needs of society, resulting in a disconnect between talent training and vocational post ability requirements, and it is unable to effectively improve the current situation of the shortage of art design professionals.[1]

The characteristics of a profession depend on its strengths and special points. The major features are mainly reflected in the constituent elements and training mode of the major, specifically reflected in the professional "product" - graduates, in the adaptability and competitiveness of the society, the adaptability and competitiveness of graduates mainly depends on the knowledge structure they acquire, and the professional curriculum system determines the knowledge structure of graduates. Therefore, the professional curriculum system is the embodiment and support of our training goals, it is the carrier of our training goals, and the key to ensure and improve the quality of education. With the deepening of the construction of characteristic majors, we realize that the key is to build a curriculum system with the characteristics of colleges and universities in order to truly build the design major into a characteristic major. Its main ideas are as follows:

1. Correcting what we know about the profession

At present, we generally believe that the foothold of the art design major is on the "design" above, the professional enrollment object should recruit art students, professional development should be based on "design", reflecting the artistry. Private application-oriented colleges and universities should also focus on "design" in professional planning, which is in line with the market demand. [2]At present, there are not many talents in pure art design in the market, and these design talents need a relatively long training time and professional training depth to have a solid professional foundation and good professional artistic accomplishment. Therefore, the training of real computer art and design professionals is still undertaken by application-oriented private art colleges and universities.

As educators, teachers first need to think about the process of "understanding the major (understanding), learning professional skills (training), comprehensive application of skills (practical training) and finding a satisfactory job (employment)" in personnel training, and understand the training at the university stage.

Compared with the professional design talents who are less in demand on the market, the current society needs more graduates who are skilled in the operation of design software and have design ability. In contrast, design majors in private applied colleges and universities train students, in addition to cultivating artistic design ability, more importantly, they have a good understanding and application ability of design software. This is in line with the requirements of the design class of operational talent and also in line with the designer.

2. Integration and reorganization of courses, "project package" teaching model

Students are eager to get the opportunity of project exercise, if there is a project platform, students are more likely to apply the knowledge points learned to practice and understand.

Curriculum construction includes not only the renewal and construction of single course content, but also the integration of course groups and the optimization of curriculum system. The curriculum group has its good advantages and utilization value. This project will deepen and reform on the existing basis, give full play to the characteristics of our institute - project package teaching, which consists of more than three related courses around one or two core courses to increase the integration of courses. [3]Establish basic series system, professional series system, practical training series system, engineering project practice series system, innovative design series system, reconstruction series system, post demand series system. With the real project as the carrier, the course will be project-oriented, the learning and training from real investigation to design will be completed, the students will complete the site investigation report, and the program design process documents will be retained. In the teaching process of many higher vocational colleges, these courses are generally taught one by one, mainly to explain the operation of these software courses. In fact, these courses are the application of some software, and some basic operations of these software have certain similarities. If we teach each course and focus on the operation of software, it will be repetitive learning for students and waste resources. More importantly, students cannot learn the practical application of these software. Therefore, it is necessary for us to integrate these courses and build a new course content system. In order to build a scientific and reasonable curriculum system, the basic principles of course integration should combine the characteristics of these software and the application status of art design, and combine the modules of these courses to form a multi-module curriculum system according to the internal logic of the course content. Break the classification mode of professional basic courses, professional courses and practical operation courses in the traditional curriculum system, combine according to students' employment positions, and choose the content of each course according to needs. Therefore, the school should establish an external training base, and give students the opportunity to exercise in the corresponding training base every year, and give students the opportunity to practice the project. Students can choose the corresponding training plate according to their own needs. In terms of the employment positions of our professional graduates, the proportion of teaching hours arranged according to the actual needs of these courses has been innovatively optimized and combined, and the teaching of professional courses is modular, so that students are no longer fragmentary, isolated, blind and disorderly learning. It really teaches courses according to the actual needs of students' employment positions. In this way, the goal of cultivating application-oriented talents for the society has been achieved.

3. Internet + teaching curriculum integration

In China's higher education system, the traditional teaching mode consists of four parts, which are theoretical teaching, practical teaching, in-school practical training and off-campus practice. Each part is relatively independent in teaching, which leads to the lack of theoretical knowledge support in practical teaching and can not meet the practical requirements.

The new era and the new mission call for new people who can be worthy of the great responsibility of national rejuvenation, which also poses new challenges to higher education. In the process of advancing higher education teaching reform, the integration of curriculum construction and the Internet has become inevitable. Add more Internet + project cases, carry out Internet-based + course teaching research, and improve the links of course group construction.

Gather and integrate resources of all parties, use Internet technology and big data to build network platforms inside and outside the school to meet the needs of all parties, fully mobilize the enthusiasm of the government, schools and enterprises, integrate courses, entrepreneurship, practice and incubation into one, and achieve maximum efficiency.

3.1. Construction of Internet teaching platform

Teaching should break the traditional teaching mode, use Internet technology, integrate online and offline teaching resources, and achieve curriculum diversification. Online - flipped classroom, MOOCs, micro courses, MOOC and a series of teaching resources into the integration to promote curriculum construction; Offline - Professional teachers provide classroom guidance for students, and the entrepreneurship base and incubation base jointly built by colleges and enterprises provide students with a good interactive platform for research and development discussion. Through this new model of Internet + teaching, resources such as curriculum results, innovation and entrepreneurship courses, and practical results can be shared.

Building a new teaching model under the background of the Internet era. The construction of courses for art and design majors should focus on "equal emphasis on theory and practice" to teach and implement the analysis of information problems. Through the construction of Internet teaching platform, students are provided with a more professional, targeted and convenient education platform and a new way to acquire knowledge. It also helps to train students to have stronger and more intensive thinking patterns, stronger reasoning and understanding ability, easier to master the skills for the skills examination, and more skilled practical operation training ability. [4]

3.2. The "double teacher" team construction of college professional tutors + enterprise tutors

In order to comprehensively improve the quality of innovation and entrepreneurship teaching, it is necessary to strengthen the construction of teacher teams and build a "double tutor" team of professional tutors and enterprise tutors. Professional tutors are mainly full-time teachers of innovation and entrepreneurship in colleges and universities, responsible for guiding students' theoretical knowledge of innovation and entrepreneurship offline; Corporate mentors are mainly corporate teachers who have cooperation with colleges and universities, or alumni corporate mentors. At the same time, entrepreneurs, venture capital experts and legal advisers with innovative and entrepreneurial experience can be invited to use online or offline teaching methods to guide students' professional practice and start-up practice. The joint guidance of professional mentors and enterprise mentors can expand students' vision, enrich their knowledge of innovation and entrepreneurship, and improve their all-round guidance.

A complete course group is composed of multiple courses, the teaching between different courses is not repeated, the course knowledge points are independent and discrete, but there is a close connection between different knowledge points. In the classroom, students are taught basic theoretical knowledge by professional tutors from colleges and universities, and practical practical experience is more suitable for corporate tutors to teach students by borrowing actual cases and their own experience. Such a "double teacher" team can allow us to use the knowledge points learned in one subject in different disciplines, draw inferences from one another, and enhance the fun of learning for students. The course teaching is very coherent and close in the practice and skill cultivation links, the training goals of skills in the organization and content structure are clearer, the goals of teaching and training are clearer than before the construction, the teachers' sense of training and teaching goals is stronger, and students will naturally be more relaxed and confident in the learning of professional skills in the course. [5]

4. Set up a studio, and disassemble the training session into zero

In the teaching process of private applied colleges, practical teaching is the main way and means to cultivate students' vocational experience and comprehensive vocational ability. It plays an important role in the whole teaching system. In the process of classroom teaching, teachers also introduce a large number of cases for teaching, and break down the practical training links to zero. In other words, teachers set up studios during the teaching process, and teachers can jointly design projects with some design companies outside the school, or undertake some outsourcing projects of design companies with low design ability as teaching cases, and directly introduce these "live cases" into the classroom. As far as possible, the distance between students and design practice is zero, so that there is no difference between the teaching class on campus and the actual work position in the future, and students are working practice rather than simulation practice. For the work flow of the project, students are involved in the whole process from contacting customers and understanding customer requirements, to formulating implementation plans, copywriting, sorting out data and pictures, design work, and then to the first draft of the proposal, revision check, finalization, and later construction. Through participation in this process, students understand the complete process of a work, and more deeply realize that a work is not an isolated course to complete.

5. Teaching materials preparation and update

In the courses related to different majors, there is a close correlation between them. The content in textbooks is inevitably repeated, and teachers' repeated teaching of the same content will cause students to lose freshness and their concentration will decline, and teachers' efficiency and time will be delayed. [6]Therefore, there are discussions in the course group of art design majors on how to deal with the repeated content, and teaching should be adjusted, and reforms should be made to remove the duplicate content. The teaching content, teaching methods and evaluation methods of the course have been reformed according to the requirements of vocational ability, and a large number of "Internet +" forms have been adopted to optimize teaching guidance documents. So that students can have the basic knowledge and skills of the major, and the corresponding theoretical knowledge and quality, in order that they can quickly adapt to the profession and position, as well as the job requirements in the new era.

6. Conclusion

The construction of characteristic specialty is a systematic project, and how to create characteristic is the key. So in order to achieve this goal, we must strengthen the construction of professional curriculum system. Therefore, in order to achieve this goal, we must increase efforts to build a professional curriculum system. Only in this way can we cultivate the characteristic products of the design specialty - graduates.

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