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Research on the Construction and Practice of Teaching Mode in Applied Undergraduate Universities

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Abstract: Under the reform of quality education, the demand for applied, innovative, and versatile talents is increasing, which puts forward higher requirements for the quality of talent cultivation in higher education. Applied universities are the basic battlefield for cultivating high-quality talents for front-line production, management, service, and other positions. Their teaching reform is even more important, requiring applied universities to build teaching models that meet social needs, are attractive, and highlight practicality and innovation based on the fundamental task of cultivating morality and talents. To enhance students' comprehensive qualities such as job practical ability, professional operational skills, problem-solving ability, etc., and provide professional talents for the development of society, this study will mainly explore the optimization construction and practical path of teaching mode in applied undergraduate universities, to provide reference for improving the quality of talent cultivation in applied universities.

Keywords: Application-oriented undergraduate universities; Teaching mode; Construction; Practice

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1. Introduction

The "Implementation Opinions on Promoting the Reform of Continuing Education for Higher Education Institutions in the New Era" and other documents issued by the Ministry of Education clearly state that "host universities should vigorously cultivate innovative, application-oriented, and technical talents based on their own educational positioning and characteristic advantages." In particular, innovative education and teaching models should be developed. Host universities should innovate education and teaching models according to adult cognitive laws, career development needs, and disciplinary and professional characteristics, fully leverage the advantages of information technology, and combine online teaching with face-to-face teaching, self-directed learning, and collaborative learning in combination

with reality. Encourage the improvement of students' learning enthusiasm and participation through participatory, discussion-based, case-based, project-based teaching, etc., and focus on the learning experience. The construction has put forward clear requirements. However, many application-oriented universities still have problems, such as a disconnect between theory and practice in teaching models and traditional teaching models, which affect students' learning motivation and teaching effectiveness. Therefore, it is crucial to strengthen the optimization and construction of teaching models in application-oriented undergraduate universities to improve the quality of talent cultivation in universities.

2. The current situation of constructing teaching mode in application-oriented undergraduate universities

With the deepening of education reform in our country, research on the reform and innovation of teaching models in universities is becoming increasingly rich. Many scholars have conducted in-depth research on the construction of professional teaching models by combining educational concepts such as digital reform and the integration of industry and education, as well as the characteristics of majors. Zhao takes the Introduction to E-commerce course in applied undergraduate universities as an example, combined with the current trend of educational informatization reform, to explore the construction and practical strategies of the blended teaching mode of online and offline majors. He believes that the blended teaching mode is a teaching mode that conforms to the characteristics of the information age, can optimize and expand the teaching resources of majors, increase teacher-student interaction, promote students' autonomous learning, and have a positive effect on the cultivation of compound talents. The blended teaching mode can be constructed from three stages: Pre-class preparation, "online and offline" teaching in the classroom, and post-class consolidation. Through the sharing of information-based teaching materials, it provides students with self-learning and discussion support. It can also use online live streaming, online teaching, etc., innovate classroom teaching, and use post-class online evaluation, homework after class, etc, to enhance teaching effectiveness [1].

Guo takes the applied university park landscape design course as an example to explore the teaching reform ideas of the course based on its content, structure, and teaching objectives. Through the diversification of teaching content, comprehensive teaching of theory and practice, and the expansion of teaching resources and technology, a comprehensive teaching mode of theory and practice is constructed to enhance students' comprehensive literacy.

In summary, the current construction of teaching models in applied undergraduate universities is mainly based on the concepts of information technology education reform, school-enterprise cooperation, and comprehensive education of theory and practice. Starting from the teaching content, teaching mode, teaching technology, and other aspects of professional courses, the construction effect of teaching models has been optimized, and certain achievements have been made. However, the research on the construction of teaching models in applied undergraduate universities is still in the exploratory stage, and there are still some problems in practice. Moreover, many studies explore a certain educational philosophy. Therefore, it is still necessary to comprehensively consider the requirements for talent cultivation in applied undergraduate universities, explore the principles and practical strategies for constructing their teaching models, to improve the quality of talent cultivation and teaching [2].

3. Principles for the construction of teaching models in applied undergraduate universities

3.1. Student-centered

Under the reform of quality education, the student-centered educational concept has been proposed, and the construction of the teaching mode of applied undergraduate universities should also follow the principle of student-centered, follow the laws of students' physical and mental development, development needs, and personalized differences, and optimize the design of teaching modes. The integrated teaching mode of information-based teaching platform and offline classroom can be utilized to provide students with diverse learning resources, meet their different learning interests and needs, and promote their personalized development [3]. In the design of teaching modes, it is also necessary to highlight the student-centered position and use teaching modes such as group discussions and flipped classrooms to transform the traditional one-way knowledge transmission into a two-way teaching mode, allowing students to independently master knowledge, construct knowledge systems, etc. in teacher-student interactions, discussions, and explorations, and cultivate students' learning ability, problem-solving ability, practical ability, etc.

3.2. Integration of knowledge and action

Applied undergraduate universities are the battlefield for cultivating applied, practical, and composite talents. They not only require students to possess professional theoretical knowledge, but also combine with the needs of society, industry, and job positions to cultivate students' practical abilities, professional practical skills, problem-solving abilities, etc. Therefore, in the construction of teaching models, we should follow the principle of integrating theory and practice, set up a curriculum system that complements theory and practice courses, and leverage the advantages of strategic cooperation between schools and enterprises to organize students to participate in job practice and practical training, and enhance their knowledge application abilities [4].

3.3. Continuous improvement

Education itself is an activity that requires continuous improvement, especially with the continuous updating of teaching technology, educational concepts, etc., which provides guidance and support for the improvement of teaching models in application-oriented undergraduate universities [5]. Therefore, in the construction of teaching models, it is necessary to establish an evaluation feedback mechanism, combine student development needs, teaching feedback, etc., and continuously optimize the course teaching model; And strengthen cooperation with society, job positions, etc., optimize course settings, practical teaching models, etc. based on job talent needs, industry development characteristics and trends, to continuously improve the teaching quality of courses and become applied talents with loose adaptability and compound skills for society.

4. Construction and practical strategies of teaching mode in application-oriented undergraduate universities

4.1. Curriculum system design

The optimization design of the curriculum system is the foundation for the construction of teaching models in applied

undergraduate universities. It requires the integration of diverse content, comprehensive education of theory and practice, and interdisciplinary course integration to help students better adapt to the talent needs of industries and positions [6].

4.1.1. Diversified content integration

Under the educational task of cultivating morality and talents, clear requirements have been put forward for the integration of ideological and political education in courses. Therefore, in the construction of the curriculum system of applied undergraduate universities, it is necessary to strengthen the setting of ideological and political courses, especially to change the traditional mode of explaining ideological and political content, increase joint courses, seminars, practical activities, etc. According to the characteristics of the profession, organize students to practice and discuss projects, and understand and analyze ideological and political content from the perspective of the profession. For example, in the teaching of landscape design courses, relevant case discussions on ecological protection, sustainable development, etc., can be used to encourage students to analyze the content of environmental protection concepts, social responsibility, core values, etc., and cultivate students' correct moral qualities, values, etc.

With the development of the social economy, industries and positions are constantly evolving, but there is a certain lag in the design of professional teaching materials. Therefore, in the construction of the teaching mode of the curriculum, it is necessary to strengthen the expansion and updating of contemporary content. For example, in the teaching of finance, it is necessary to add current content such as business finance integration and financial sharing, as well as related cases, so that students can stand at the forefront of the industry or profession, ensuring that talent cultivation meets industry standards and job requirements.

4.1.2. Emphasizing both theory and practice

Applied undergraduate universities are institutions that cultivate talents for front-line production, management, service, and other positions. Therefore, clear requirements are put forward for students to master theoretical knowledge and practical operations. Therefore, in the construction of teaching models, it is necessary to reasonably set the proportion of professional theoretical and practical courses, especially to increase the proportion of practical courses, internships, etc., so that students can apply theoretical knowledge to practice based on professional course theoretical knowledge, use practical activities in courses, consolidate students' theoretical knowledge, test their ability to apply knowledge, and use practical training, internships, etc. to participate in actual job practical operations, projects, or cases to cultivate students' practical abilities, problem-solving abilities, etc.

4.1.3. Interdisciplinary curriculum integration

Industries or positions not only involve knowledge and skills of a certain profession, but may also involve more fields, highlighting the importance of interdisciplinary integration. Therefore, when designing a professional curriculum system, it is necessary to increase the diversity of course content and introduce interdisciplinary integration content to enrich students' professional knowledge system and expand their horizons. For example, in landscape design, students are not only required to have good artistic design skills, but also involve sociology, environmental science, engineering, and other related content. Therefore, by introducing urban planning, ecological protection, environmental science, and other content, students can understand the requirements of landscape design from a more comprehensive perspective to improve the quality of their landscape design.

4.2. Teaching technology support

Under the development of educational reform, the development and application of information technology, experimental equipment, etc., have provided teaching resources, teaching technology, and other support for the construction of application-oriented undergraduate teaching models. Therefore, universities need to strengthen the equipment of digital platforms, intelligent technologies, laboratories, and related facilities to lay the foundation for blended online and offline teaching in universities [7]. (1) The construction of an online education platform: By developing an online platform to provide students with rich learning resources and online teaching activities, especially encouraging teachers to collect the latest achievements, teaching videos, industry practical cases, etc. in related industries, students can obtain learning resources at any time according to their own needs and interests, and enhance the flexibility and interactivity of learning through the interaction of the online platform. (2) The equipment of intelligent technology: With the development of information technology, AR, VR, GIS, BIM, and other technologies have good application advantages and value in the field of education. Universities can provide immersive teaching activities for students by equipping AR, VR and other technology equipment, using GIS technology to provide accurate data support for teaching geography related majors, using BIM and other technologies to provide support for architectural modeling, landscape design and other related majors, and using intelligent technology equipment to optimize the teaching mode of universities. (3) The equipment of laboratories and their facilities: Chemistry, Physics and other related majors involve many experimental activities, so universities need to strengthen the equipment and upgrading of laboratories and their related facilities, provide students with sufficient and complete experimental facilities, as well as high-performance computers, experimental software, models, etc., to meet the practical skills learning needs of students and provide support for the construction of teaching modes through the provision of diverse teaching technologies.

4.3. Reform of teaching methods

4.3.1. Curriculum and teaching reform

The reform of classroom teaching mode can not only effectively stimulate students' classroom learning enthusiasm, but also utilize diverse teaching activities to cultivate students' learning awareness, practical ability, innovative thinking, etc. Teachers can utilize a combination of online and offline teaching activities, using multimedia resources such as audiovisual videos, charts, animations, etc., to help students intuitively understand complex concepts and principles while imparting knowledge. Alternatively, they can optimize teaching through participatory, discussion-based, case-based, project-based, and other modes, allowing students to enhance their understanding and memory of knowledge through independent thinking, collaborative exploration, and other processes, thereby improving teaching effectiveness. For example, in the teaching of e-commerce courses, teachers can use multimedia to visually demonstrate the working mode of the industry to students, and use case discussions, role-playing, etc. to perceive the functions, responsibilities, and obligations of sellers, buyers, payment platforms, and other entities in e-commerce, deepening their understanding of the industry's operating mode [8].

4.3.2. Practical teaching reform

The reform of professional practical teaching activities is also an important part of the construction of teaching

models in universities. Universities should follow strategic requirements such as school enterprise cooperation and the "1+X" certificate system to optimize the design of practical activities. Universities can actively strengthen cooperation with enterprises, social organizations, etc., and provide students with diverse practical activities through enterprise internships and training, workshop models, and training base construction. For example, art and design majors can organize students to form different studios based on job internships and practical training, including enterprise-led experimental studios, workshop-style studios led by professional teachers, and student-led entrepreneurial studios. Students can learn through learning and doing, participate in actual design projects, enrich their practical experience, enhance their practical design abilities, and deepen their understanding of course knowledge [9].

Under the cooperation between schools and enterprises, it not only includes organizing students to participate in job internships and practical training, but also organizing job talents to participate in student practical teaching and guidance, sharing the latest achievements in the industry, practical technology and skill requirements of the job, relevant national policies, etc., building connections between students and the industry and job, and providing support for the cultivation of students' practical abilities.

4.4. Reform of teaching evaluation

Teaching evaluation, as an important part of the construction of teaching models, is an important link in promoting teaching improvement and student learning improvement. Teachers should actively implement process evaluation and leverage the advantages of information technology evaluation, student self-evaluation, and peer evaluation to provide a reference for teaching improvement. Universities should use online teaching platforms to build a process evaluation system, collect feedback from teachers and students through online evaluation, stage evaluation, etc., including teachers' evaluation feedback on the teaching platform, school enterprise cooperation mechanism, as well as students' evaluation feedback on teachers' teaching mode, teaching platform usage effect, teaching resources, experimental facilities, etc., adjust the teaching mode of courses promptly, regularly update course content, curriculum system, etc., and optimize teaching effectiveness. Universities should also strengthen cooperation with enterprises, enterprise mentors, etc., obtain their evaluation feedback on students' practical ability, problem-solving ability, etc., provide reference for updating professional course content, designing course systems, etc., to continuously optimize teaching modes [10,11].

5. Conclusion

In summary, application-oriented undergraduate universities, as the foundation for cultivating application-oriented and composite talents, have received widespread attention for their talent cultivation quality. As an important link affecting teaching effectiveness, optimizing the construction of teaching models is not only a requirement for educational development, but also a requirement for socio-economic transformation. Many scholars have explored the construction strategies of teaching models from the perspectives of educational informatization reform and school enterprise cooperation. This study mainly combines the development requirements of applied undergraduate universities and the demand for talent in society. Starting from the construction of the education system, the updating of teaching tools, the innovation of teaching methods, and the reform of teaching evaluation, the teaching mode is optimized to cultivate more high-quality talents with job adaptability and versatility for society.

Disclosure statement

The authors declare no conflict of interest.

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