

# Analysis of Optimization Strategy of Practical Teaching Management in Local Application-oriented Universities from the Perspective of Innovation

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**Abstract:** The educational goal of application-oriented colleges and universities is to cultivate talents with professional ability, innovation ability and practical ability. Nowadays, the development of all walks of life is inseparable from innovation, and there is a stronger demand for innovative talents. Colleges and universities must further strengthen innovative education and strengthen practical teaching and education management from the perspective of innovation. Based on the current situation of practical teaching in application-oriented universities, this paper puts forward several optimization management strategies from the perspective of innovation.

**Keywords:** Innovation; Local Application-oriented universities; Practice Teaching Management; Optimization Strategy

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## Introduction

In the process of deepening the reform of education in colleges and universities, the cultivation of student's innovation quality gave full attention, and launched a series of teaching practice, including into the enterprise training, carrying out experiments on campus, trainee, organization, social investigation, etc.. In this way, enrich the students' knowledge, improve their ability of knowledge transformation, it highlights the practical education features and functions of colleges and universities. Nowadays, in response to the future employment and development needs of students, innovative quality training must be integrated into such practical teaching activities, which will also bring new challenges.

## 1. Current Situation of Practical Teaching in Local Application-oriented Colleges and Universities

### 1.1 The teaching content is not novel enough

In the process of carrying out various practical teaching activities such as experiment, design, competition and practical training, colleges and universities have not updated the traditional teaching structure, and the content of teaching practice is inconsistent with the cutting-edge knowledge and skills in the current industries, and is not closely related to the work needs of students after employment. In practice, lack of some new equipment and technology support, can not meet the needs of students to improve their practical ability. In this case, practical teaching is difficult to play its due role.

### 1.2 Teaching management intensity is insufficient

Teaching management is a necessary prerequisite for the smooth development of teaching activities, but in the process of teaching reform, colleges and universities have not carried out the necessary update of educational management ideas and methods, and the evaluation system and management system that have been used can not adapt to the new education mode. The functional departments and managers under the colleges, departments and classes have problems of absence or overlapping work, and cannot timely communicate problems. The instruments and equipment required for teaching practice cannot be fully utilized, or the utilization rate is not high, or the quantity is insufficient. There is no standardized management and evaluation mechanism for the process, achievement and innovation degree of practical teaching, and students' performance cannot be systematically assessed. Such practical teaching has not become a part of the formal teaching plan <sup>[1]</sup>.

### 1.3 Lack of practical teaching base

Application-oriented universities aim at cultivating practical talents, organizing practical activities is the work of the whole teaching activities, and having sufficient practice base is the key. However, from the actual situation, it is obvious that the practical needs of students of various majors are not fully met. Some students enter enterprises and some students practice in the training base built by the school, but limited by conditions and scale, not every student has such opportunities.

### 1.4 The teachers of practical teaching are weak

At present, Chinese universities are actively transforming into applied and innovative universities, but in this process, the teachers obviously did not keep up with the actual demand. Most of the teachers in the school are theory teachers, with rich teaching experience and high education, but they only know how to talk and lack practical experience. The teachers who have industry-related experience and can provide guidance to students' practice combined with the current market information are few. Even some teachers have not updated the knowledge structure, the content of teaching students does not meet their practice and innovation needs. The weak faculty of practical teaching leads to the bottleneck in the transformation of colleges and universities, and the goal of applying innovative talents has not been achieved.

## **2. Practical Teaching Management Measures in Application-oriented Universities from the Perspective of Innovation**

From the perspective of innovation, the practical teaching management of colleges and universities needs multi-pronged, and must not "all at once". The starting points include teacher team management, student management, system management, teaching activity management, practice management, etc. Which should start from the perspective of system construction and concept update to achieve in-depth and thorough reform.

### **2.1 Update the concept of practical teaching**

All walks of life are constantly developing under the promotion of the society. The practical teaching activities organized by colleges and universities must be supported by new ideas, find new directions and carry out reform. The first thing to break through is the idea of focusing on theory, fully affirming the influence of practice on students' future development and employment, laying the core position of practice in teaching activities, and taking it as the key link of teaching management. From the perspective of innovation, college teachers should set up the main teaching goal of cultivating students' comprehensive practice and innovation ability, balance the relationship between teaching and management, school and enterprise, rebuild the teaching system and assessment mechanism, so that innovation can be truly integrated into practical teaching activities.

### **2.2 Update the content of practical teaching**

The content of practical teaching, like the content of theoretical learning, needs to keep pace with The Times, constantly updated and filled, otherwise the knowledge and skills students spend a lot of energy to learn are likely to be eliminated by the society after graduation, which is undoubtedly a waste of time. In the form of teaching organization, innovation should also be reflected, and innovation should be practically integrated into the top-level design of practical teaching, so as to optimize and integrate all links of practice, so as to create a new teaching management system with wide application and strong innovation.

To be specific, colleges and universities should investigate the development situation and trend of industries and enterprises corresponding to each major, analyze and forecast the future talent demand of enterprises and the direction of knowledge and practice reform, and update the content and teaching form of practical teaching of each major on this basis<sup>[2]</sup>. For example, in view of the current demand of enterprises for students' practical ability, project teaching method, order teaching method, on-the-job internship and other ways are adopted to implement practical education activities. Students can enter the training link as long as they complete the theoretical learning tasks, and teachers are responsible for special docking. In the practice of problems, timely adjustment, so that the new practice model gradually mature and perfect, so that students adapt to such a learning model.

### **2.3 Reconstruction of teaching management and assessment mechanism**

Teaching management is an intervention to ensure the smooth development of teaching activities, which requires a standardized mechanism and system as the basis to carry out the work in an orderly manner and strengthen the role of teaching management. All different practice teaching with theoretical education, its own unique scientific and systemic, must follow the rules of practice, so not to be shared with the mechanism of theoretical education, must according to the unique characteristics of practice teaching, to build up the more flexible, with characteristics of dynamic, systematic and comprehensive system, the basic features of the system needs to include assessment, It should also be guiding and supervising, which is the criterion for teachers to organize teaching activities and also plays a role in monitoring and evaluating teaching results<sup>[3]</sup>.

### **2.4 Build a team of high-quality teachers under practical teaching**

The cultivation of innovative and practical talents depends largely on the overall quality of teachers. As the instructor of students, if teachers themselves lack practical experience and innovative qualities, then students' learning results under their guidance can be imagined. In order to strengthen the integration of innovation and practice and improve the results of practical education in colleges and universities, it is necessary to set up a compound group of teachers. The team should have both teachers with solid theoretical knowledge and enterprise talents with practical experience. Only by creating a double-qualified team and adjusting the structure of the teacher team can the achievements of practical education and innovative education be effectively improved.<sup>[4]</sup>

### **2.5 Construction of practice teaching base**

At present, with the expansion of school scale and the increase of enrollment, a considerable number of application-oriented undergraduate colleges and universities in China cannot meet the practical needs of all students, and their practical teaching resources and conditions are seriously insufficient. Faced with such problems, colleges and universities should, on the one hand, strengthen the construction of practice resources and expand the practice base; on the other hand, they should join hands with all sectors of society and establish in-depth cooperation with enterprises to provide more students with practice opportunities and space. We can establish close contact with local enterprises, laboratories and research bases to realize the joint training of talents and establish a cooperative education mechanism. After entering the third year or reaching a certain assessment standard, students can enter enterprises and laboratories to carry out follow-up practical activities, and enterprises will make assessment and evaluation according to the performance of students, so as to solve the problems of our school in practical resources, teachers and other aspects.<sup>[5]</sup>

Local application-oriented colleges and universities should serve regional economy, cultivate high-quality application-oriented

talents with certain practical and innovative abilities, and provide talent support for the stable and healthy development of local economy. In terms of specialty setting, course structure setting and training base construction, education transformation can be realized only when talents are trained according to the needs of local economic development and industry. Practical teaching plays a very important role in the training of talents in local application-oriented colleges and universities. In order to solve the problems existing in practical teaching and improve the quality and level of practical teaching comprehensively, it is necessary for the faculty and staff of colleges and universities, the government and enterprises to cooperate with each other. Local colleges and universities should combine their own characteristics, constantly explore and innovate, deepen the reform of practical teaching, improve the management of practical teaching, ensure that practical teaching links are really implemented, improve students' application ability and innovation ability, and cultivate high-quality and high-level application-oriented innovative talents for the country and local.

### 3. Conclusion

Local application-oriented colleges and universities are the main force to train and transport talents for the society. They must grasp the social needs and closely combine the current social development situation to update the teaching content, methods and ideas. Innovation and practice are the indispensable qualities of contemporary talents, so we should focus on this, adjust the teaching management mechanism and overall direction, and open a new chapter of vocational education. At present, the innovation of practical education is still in the stage of exploration and integration, and the countermeasures of teaching management need teachers to explore more deeply.

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