Exploration of the Second Classroom of Integrated Production and Education for Business Majors in Applied Undergraduate Colleges

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Abstract

As an important carrier of students’ innovative ability and quality development, the second classroom in Colleges and universities plays a more and more important role in cultivating innovative consciousness, stimulating potential and shaping personality. At present, one of the important problems in talent training of application-oriented universities is that there is a significant gap between the students trained by universities and the needs of society, graduates lack of social responsibility, innovation spirit and practical ability. In the process of implementing the teaching mode of integration of production and education, schools should start from the current situation of education at that stage, clarify the existing problems, and formulate targeted optimization countermeasures, so as to fundamentally improve the advantages and value of the teaching mode of integration of production and education. In view of the main problems existing in the traditional talent training mode of business major, this paper discusses the construction of a new talent training mode of industry education integration of business major in application-oriented universities, and analyzes the construction methods of the second classroom activity support system, so as to ensure that the second classroom activities can play an effective role.

Keywords

The second classroom, application-oriented undergraduate, integration of production and education.

1. Introduction

At present, one of the important problems in talent cultivation of application-oriented local undergraduate colleges is that there is an obvious gap between the students cultivated by colleges and the needs of society, the graduates lack of social responsibility, innovation spirit and practical ability [1]. These problems lead to the quality of personnel training can not meet the requirements of regional economic and social development. At present, many business graduates in Colleges and universities have poor practical ability, lack of sense of social responsibility, and lack of innovative spirit in their work, which leads to a serious disconnection between the quality of talent training and social needs, and even less able to meet the requirements of local economic and social development [2]. High quality application-oriented talents of business majors are in short supply for the development of modern service industry. Under this background, how to improve the training effect of practical teaching of business majors is very important for the cultivation of innovative and entrepreneurial talents [3]. From the current situation of the integration of industry and education of business majors in application-oriented universities, there are still some difficulties, such as outdated teaching mode and lagging teaching team construction [4].
As an important carrier of cultivating students’ innovative ability and quality development, the second classroom in Colleges and universities plays an increasingly prominent role in cultivating students’ innovative consciousness, stimulating potential and shaping personality [5]. Relevant school educators should start from these problems and formulate perfect teaching strategies, so as to break through the current teaching dilemma of business majors and cultivate more excellent management talents for the society [6]. In the process of implementing the teaching mode of integration of production and education, the school should start from the current situation of education at that stage, clarify the existing problems, and formulate targeted optimization countermeasures, so as to fundamentally improve the advantages and value of the school’s integration of production and education [7]. It is an inevitable trend for the development of application-oriented universities to construct the talent training mode of industry education integration. The talent training mode of industry education integration has the characteristics of cultivating talents together and improving practical skills [8]. More and more colleges and universities begin to explore and study how to use the second classroom to broaden students’ horizons, cultivate students' interest in learning, enhance students’ sense of innovation, improve team writing ability, and use the knowledge to carry out practical activities [9]. In view of the main problems existing in the traditional talent training mode of business major, this paper discusses the construction of a new talent training mode of industry education integration of business major in application-oriented universities, and analyzes the construction methods of the second classroom activity support system, so as to ensure that the second classroom activities can play an effective role. So as to improve the quality of applied talents training and promote the transformation and development of local universities.

2. The Significance of Second Classroom Teaching and Management in Application Oriented Universities

Application oriented colleges and universities have their own characteristics and advantages. Different professional talent training programs have different abilities and qualities of students. Therefore, we should take the school as a whole and the college as the main body to carry out the second classroom activities suitable for ourselves. The major of business involves all aspects of economic life. While learning theoretical knowledge, whether business students can be competent for work soon after graduation is closely related to the cultivation of their practical business operation ability in the school. In the first class, the traditional teaching method is the main way. The teacher talks and the students listen. The whole teaching process is dominated by the teacher. The students learn passively. It is difficult for the teachers and students to interact and develop together. The students’ awareness of self-management and practice is weak. The application-oriented colleges aim at cultivating compound talents with strong adaptability, management ability and innovative spirit. Students can choose the activities they are interested in from the second classroom, choose what I love and love what I choose. Practice teaching is a course designed to cultivate students' practical operation ability. It is an extension of theory classroom practice, an important way to consolidate and apply theoretical knowledge, and plays a positive role in cultivating students' innovative thinking, practical skills and entrepreneurial ability.

The second classroom refers to a series of open activities outside the first classroom to cultivate students' comprehensive ability, which is the extension and supplement of the first classroom. Therefore, the second classroom does not stick to the teaching materials and forms, but pays more attention to practice and application, which is an effective means to improve students' comprehensive ability. It has various forms, vivid and flexible, diverse places and environment, and has a strong openness. It is necessary for application-oriented universities to redesign the teaching content of the second classroom, standardize and guide the management mechanism.
of the second classroom, and adjust and optimize the soft and hard environment of the second classroom [10]. There are many ways and means to carry out the second classroom in application-oriented universities, which can be independently organized by schools and colleges, or jointly completed by school enterprise cooperation. The second classroom aims to cultivate students' comprehensive ability, improve students' communication ability, team cooperation ability and innovation consciousness, and advocate the talent training mode of combining theory and practice. In the past, experimental teaching and extracurricular activities were rarely combined organically in Colleges and universities. In order to cultivate applied talents, application-oriented colleges and universities must pay attention to school enterprise cooperation, school local cooperation, collaborative innovation, and strengthen the accumulation of industrial technology skills.

3. The Construction of the Second Classroom of the Integration of Industry and Education in Business Major

3.1. Improve the Mechanism of the Second Classroom

Under the new situation of higher education, application-oriented colleges and universities are guided by the concept of talents, quality and education, which embodies the spirit of the times and the requirements of social development. Under the new situation of higher education, they should build and adapt to the needs of social development and economy, and cultivate high-quality application-oriented talents with strong social adaptability and competitiveness. The second classroom activity is an important supplement and support to the first classroom, and an important part of quality education in Colleges and universities. Teachers and students in Colleges and universities should change their ideas, pay attention to the second classroom activities, and improve students' comprehensive quality and professional ability through practical activities. From the social needs and the development of students themselves, application-oriented colleges and universities must pay attention to the improvement of students' practical ability, and the second classroom teaching is just in line with this educational purpose. In order to arouse students' attention to their comprehensive quality, create a good atmosphere for second classroom teaching, and ensure the final realization of the second classroom teaching goal, leaders at all levels of application-oriented universities must accurately position the second classroom teaching, and establish a feasible second classroom teaching and management system according to the relevant regulations and requirements of the Ministry of education and the actual situation of the University. The ultimate goal of the second classroom is to educate people, which is an indispensable part of higher education. It is especially suitable for the cultivation of students in Application-oriented Colleges and universities. Through practice, it can improve students' comprehensive quality and professional ability. Therefore, we should gradually expand the capital investment and policy preference for the second class work, establish a special management organization for the second class, and formulate the implementation rules for the second class work. The core of improving the quality of talent training in Local Application-oriented Universities is to reform the talent training mode on the premise of following the law of education, so as to make the talent training program and approach better coordinate with the training objectives, and better adapt to the needs of social development.

3.2. Second Classroom Platform Construction

Application oriented colleges and universities can appropriately employ experts from relevant fields of industry enterprises or government departments to be responsible persons of the second classroom counterpart majors, explore new ideas of multi-party cooperation, multi-party governance and diversified development of the second classroom teaching of application-
oriented majors, and promote the connotation construction of the second classroom. Professional practice teaching platform mainly includes professional skills module, professional practice module and professional service module. Due to the different requirements for students' professional skills in different majors, it is necessary to determine the types of professional skills that students should master by combining the characteristics and characteristics of different majors in various colleges and universities. On this basis, the second classroom activities that can exercise and cultivate students' professional skills are designed, and the corresponding supporting services are formulated for the effective development of the second classroom activities. Curriculum is the basic basis of school education and teaching, and it is the basic guarantee to achieve the goal of education and personnel training. Curriculum reform is the core link of school education reform, the necessary means to achieve the training objectives, and the key to promote the transformation of local undergraduate universities to application-oriented universities.

The application-oriented universities can take the assessment and commendation as the starting point, encourage students to actively participate in the second classroom, cultivate the scientific spirit of bold exploration, independent innovation, honesty and trustworthiness, and form a rigorous campus learning atmosphere and academic atmosphere. With the increasingly fierce competition for talents, college students must acquire necessary social knowledge through more systematic scientific and cultural knowledge, professional theoretical knowledge and reform. The specific construction model is shown in Figure 1.

School-enterprise cooperation develops the network curriculum resources construction of practical teaching, and students cultivate innovative thinking ability in autonomous learning through the network resource sharing platform. According to the different courses and teaching plans undertaken by teachers, local undergraduate colleges adopt different categories to carry out graded training, arrange young teachers to undertake specific jobs in construction sites or practical teaching bases in enterprises or industries, and arrange special personnel for guidance by engineering enterprises to train teachers' practical operation ability and technical application ability. Through engineering practice, these teachers can not only know the latest trends and development directions of related majors, but also bring the projects in engineering practice into teaching, so that classroom teaching can be carried out around real cases and the teaching content can be closer to engineering practice.
4. Conclusions

The reform of talent training mode based on the integration of production and education has been successfully applied in some universities at home and abroad. However, due to the lack of national system guarantee, the low enthusiasm of enterprises to participate, and the unattractive conditions of running schools, the integration of production and education in some universities still stays at a shallow level of cooperation. There have been many successful cases of the talent training mode of integration of production and education, but some colleges and universities have not formed deep and efficient integration due to the influence of school-running conditions. Starting from the dilemma of integration of production and education of business majors in application-oriented undergraduate colleges, this paper puts forward targeted optimization teaching strategies, hoping to provide assistance for the reform and innovation of business major education and teaching in application-oriented undergraduate colleges. In the past, universities rarely combined experimental teaching with extracurricular activities. In order to cultivate applied talents, application-oriented universities must pay attention to school-enterprise cooperation, school-local cooperation, collaborative innovation and strengthen the accumulation of industrial technical skills. In order to arouse students’ attention to their comprehensive quality, create a good atmosphere of second classroom teaching, and ensure that the goal of second classroom teaching can be finally achieved, leaders at all levels in application-oriented universities must accurately locate second classroom teaching, and establish a feasible second classroom teaching and management system in accordance with the relevant regulations and requirements of the Ministry of Education and the actual situation of the university.

References


