

The Construction of Practical Teaching System for Management Specialty in Applied Private Colleges

—Taking Changchun University of Finance and Economics as an Example

Qu Li, Fan Shuguang, Zhang Lu

Changchun University of Finance and Economics
Changchun, Jilin 130122

Abstract—Scientific and sound practical teaching system is the key for the cultivation of applied talents, and it is the guarantee for improving practical teaching quality. This paper takes the management specialty of Changchun University of Finance and Economics as the research object, analyzes the importance of practical teaching and the necessity of implementation, and puts forward the principle and contents for constructing practical teaching system in combination with the talent cultivation objective and specification for various management specialties in our school.

Keywords—*Practical teaching system; Management specialty and applied private colleges*

I. INTRODUCTION

In 2010 National Long and Medium-term Education Reform and Development Plan Outline (2010-2020), it was emphasized on improving students' learning capacity, practical capacity and innovation capacity, so as to adapt to the market economy development requirements and talent growth rules. In 2012, the Ministry of Education and other seven ministries jointly issued Several Opinions about Further Reinforcing the Practical Talent Cultivation Work in Colleges, and put forward new requirements for colleges considering the practical talent cultivation work and talent cultivation objective [1]. In the Decision of the State Council about Accelerating the Development of Modernized Professional Education released in 2014, it made clear the guidance thought, basic principle, objective task, and policy measures for accelerating the development of modernized professional education in the next period. In October, 2015, the Three-ministry put forward the guidance opinions to guide the local common undergraduate colleges to change towards applied type, and also put forward that "college transformation should truly convert school-running thought to serving the development of local economic society, the industry-education integration and school-enterprise cooperation, the cultivation of applied technical skill type talents, and the reinforcement of students' employment and entrepreneurship capacity, and comprehensively improve students' capacity to serve the development of regional economic society and innovation-driven development[2]." In November, 2015, our school put forward the guidance opinions for formulating innovation applied talent cultivation scheme on the basis of talent demand investigation of our province as per

the requirements of the Ministry of Education and Three-ministry about the transformed talent cultivation teaching reform, and newly formulated the talent cultivation scheme for specialties of the entire school.

II. CURRENT STATUS ABOUT THE PROFESSIONAL TEACHING OF MANAGEMENT SPECIALTY IN CHANGCHUN UNIVERSITY OF FINANCE AND ECONOMICS

Changchun University of Finance and Economics is an independently set full-time private common undergraduate college, and it was formerly known as School of Economics, Jilin University of Finance and Economics; the school was founded in May, 2000, and in January, 2004, it was confirmed by the Ministry of Education as an independent college, and then in May, 2014, it was converted and set as a common undergraduate college and renamed as Changchun University of Finance and Economics [3]. The school is set with management school, accounting school and other 9 schools, and 3 teaching departments, and also opened totally 23 undergraduate specialties, including business administration, marketing, human resource management, logistics management, tourism management, accounting, and financial management, and covered 5 specialty fields, including economics, management, laws, literature and engineering, of which there are 10 management specialties, occupying 43% of all specialty fields. Thus, the reinforcement of management practical teaching system construction is of important reference significance to the improvement of practical teaching level in the entire school.

A. Establish sound practical talent cultivation system

Specific to the personalized demands for the applied talents of management in knowledge, capacity and quality structure, the school has highlighted practical teaching objective in practical teaching system design, and has made students possess higher professional quality and moral qualities as well as the capacity in economic management decision-making, comprehensive master of economic activity operation, etc., and meanwhile, helped students change towards professional posts step by step. In practical teaching objective, specialties have made clear the basic framework of cognition capacity, professional technical capacity, practical application capacity, comprehensive capacity, innovation and entrepreneurship

capacity and employment capacity, and implemented the specific tasks of five modules, including experiment, practice and practical training, graduation thesis (design), scientific research innovation capacity, and occupational qualification certificate education in the practical teaching contents, and ensured the realization of applied talent cultivation objective for all specialties.

B. Carry out government-school-enterprise cooperated talent cultivation

The school energetically promotes order education, conducts in-depth cooperation with industrial enterprises, jointly studies and compiles talent cultivation scheme, teaching outline, erects course teaching system, and carries out order-type cultivation with named enterprises. For instance, the school has established government-school-enterprise cooperation mode with Jiutai College Student Entrepreneurship Park (National-level), Jiutai District Human Resources and Social Guarantee Bureau and Changchun Xinglong Comprehensive Bonded Zone; the logistics management specialty has signed agreement with Best Express, and opened a 30-person scaled order class; in 2015, the accounting specialty of the school was confirmed as the pilot specialty for transformation development in Jilin Province, and after that, professional committee was established, and 9 committee members were employed inside and outside of the school, and there were 4 personnel on campus, and 5 professional technical personnel from industries and enterprise outside of the school, to explore the formulation and implementation work of applied talent cultivation scheme for accounting specialty. Currently, the school totally establishes 82 off-campus practice bases, to carry out cooperated talent cultivation, and this can basically meet the practice and practical training for all specialties of students.

C. Carry out collaborative research

Through cooperating with local government, enterprises and public institutions, the school carries out topic (project) cooperation research, and builds scientific research co-construction platform with enterprises, and it is of great significance to use horizontal projects to reinforce the advantages of enterprises, constantly promote technical innovation and product upgrading, and improve core competitiveness. Meanwhile, the school should also fully use its advantages to provide better theoretical support and intellectual support to the development of economic society in local.

Currently, Changchun University of Finance and Economics takes the construction of practical teaching system for management specialty as the breakthrough, constantly optimizes practical teaching contents and structure, and has basically formed feasible and effective practical teaching system.

III. CONSTRUCTION OF PRACTICAL TEACHING SYSTEM FOR MANAGEMENT SPECIALTY

A. Principle for the construction of practical teaching system

In the constructed type teaching system, the practical teaching system is constructed through taking the cultivation of applied undergraduate talents as the objective, and students as the basis as per scientific, open and operable principle. The school takes the cultivation of talents meeting social demands as its primary mission, so teaching should take students as the basis, which can be mainly reflected in constructing practical teaching contents for the interest and hobby demands of students, specialty demands and the demand of students' application capacity cultivation. While conducting theoretical teaching, reinforce the improvement of practical capacity, and reinforce students' specific working mode, method and tool using and application capacity in combination with the specialty and post demands.

(1)Scientific principle refers to the erection of practical teaching contents as per "3F building" structure during the construction of practical teaching system, i.e., arranging practical teaching contents about the management technology capacity, comprehensive application capacity as well as innovation and entrepreneurship capacity gradually from simple to complicated and from shallow to profound.

(2)Openness principle refers to the joint participation of professor committee members of the specialty and the enterprise personnel for practical teaching bases of various specialties in the design and execution of practical teaching system, so as to ensure that the practical teaching system can meet the demand of social development.

(3)Operable principle requests to consider whether the practical teaching contents are operable when conducting the practical teaching system design, and whether there are necessary teachers, software and hardware conditions, the relevant system, etc. for implementing the teaching contents of teachers, and it is also requested to validly execute the practical teaching system as per the process of conducting construction while making perfection, executing while making improvement and optimization.

B. Contents of practical teaching system

1) Practical teaching objective system

Practical teaching objective system is the decomposition conducted as per the overall talent cultivation objective for all specialties, and the general driving source for talent cultivation. Through several times of talent cultivation scheme adjustment, our school has currently formed the school-running concept of "solid basis, practical emphasis, application reinforcement, innovation pursuit", highlighted the cultivation of applied undergraduate talent objective with solid cultivation theoretical basis, strong practical capacity, good communication and coordination capacity, team awareness, sense of social responsibility as well as innovation and entrepreneurship sprits, high comprehensive quality, and can develop morally, intellectually, physically and aesthetically; under such objective, practical teaching contents include three aspects, i.e.,

public basic quality practice, professional basic quality practice and professional comprehensive quality practice.

2) Practical teaching contents system

Through the reasonable configuration of practical teaching link (experiment, internship, practical training, graduation thesis, social practice, etc.), respectively arrange practical teaching contents for management technology capacity, comprehensive application capacity as well as innovation and entrepreneurship capacity from simple to complicated and from shallow to profound, and take the industry, social demand, and post setup as the orientation, through on-campus and off-campus experiment, practical training and practice, ensure the implementation of practical teaching contents by virtue of the valid linkage of two classes. The first class is in-class practice, which includes course thesis, case discussion, in-class experiment, comprehensive practical training, and graduation thesis, etc.; off-campus practice includes cognition practice, professional practice, graduation practice, and industry-school cooperation education. These teaching links and contents should be designed and arranged as per the sequence of the basic quality of teaching contents to professional comprehensive capacity from simple to complicated, from the basic to the application, from the verification to design, from the use to innovation, and then finally realize the objective of applied talent cultivation.

3) Practical teaching management system

Practical teaching management system can ensure that all links and contents of practical teaching can be validly implemented and basically ensured. Practical teaching management system mainly includes 3 aspects, including practical teaching organization management, operation management and system management [4]. Practical teaching organization management refers to establishing valid organization structure, and all schools should establish the organization constitution that takes the president as the core, the office of academic affairs as the lead, the departments as the subject and the teachers as the execution, and realize superior and subordinate joint administration. The operation mechanism should realize the gradual execution of practical teaching links as per certain procedure, and realize the closed-loop management with plans, execution, supervision, feedback and improvement in all practical teaching links. The system management requests that the execution and evaluation of all practical links should have rules to follow, and it is requested to handle as per the system, implement well the supervision and inspection work, realize scientific and systematic practical teaching, ensure the normality and seriousness of practical teaching link, and ensure that the practical teaching contents can be validly implemented.

4) Practical teaching guarantee system

The practical guarantee system can mainly ensure the providing of software and hardware support to the successful implementation of practical teaching contents. Firstly, it is requested to have a “double-teacher” teaching team that can meet the practical teaching contents, and then through “school-enterprise two-way integrated” “double-teacher” teaching team cultivation, the practical teaching team can be fast and validly formed. “School-enterprise two-way integration” mainly refers to conducting bidirectional flow by virtue of the school-enterprise cooperation platform through using the advantages of the two parties’ personnel, and this cannot only shorten the years for its own teacher cultivation, but also improve the effect. Secondly, in order to form valid on-campus practical platform, on-campus practical platform should include virtual simulation practical training center and entrepreneurship center; virtual simulation practical training center mainly undertakes the training of professional basic skills and comprehensive skills, and entrepreneurship center mainly undertakes the training of students’ entrepreneurship awareness and entrepreneurship skills. Thirdly, the school extensively conducts the construction of off-campus practical bases with enterprise, and utilizes the school-enterprise cooperation platform to realize the valid link of specialty, enterprise and post, and uses professional practice and graduation internship to let students truly master the skills of relevant posts, and lay a solid foundation for the employment after future graduation.

5) Practical teaching evaluation system

Establish and perfect scientific and sound practical teaching evaluation system, conduct well the relevant quality standard for each practical teaching link and contents, and ensure the practical teaching effect and the quality of applied talent cultivation. The evaluation of teaching quality mainly includes three aspects, i.e., the evaluation of classroom teaching quality, the evaluation of practical teaching quality, and the evaluation of graduation thesis quality. The evaluation of teachers’ classroom teaching quality is constituted by the evaluation of students, the peer evaluation and expert evaluation, and as the main basis for the excellence selection of teachers and title assessment, the evaluation performance will exert a good promotion effect on improving the teaching level of teachers. The daily teaching adheres to “three-evaluation, three-conference, and three-inspection” system. The three-evaluation refers to learning evaluation, teaching evaluation and management evaluation; three-conference refers to the monthly regular teaching conference, the students’ forum and teachers’ forum every semester; three-inspection refers to the teaching inspection at the beginning, midterm and end of each semester. It is requested to conduct full-process and dynamic management of the practical teaching, and realize plans, standards, implementation, supervision and evaluation, so as to ensure the quality of practical teaching.

IV. SUMMARY

This paper is based on the summary of Changchun University of Finance and Economic about the practical teaching of various management specialties in recent years, and schools and specialties should design suitable practical teaching system as per its own talent cultivation positioning. The society is developing fast, and its demand for talents with requested capacity is also changing, and as long as the changing continues, reform continues, and practical teaching system should also constantly increase new connotation in the reform, so as to meet the demand of the society for applied talents.

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About the Author: Qu Li (1982—), born in Changchun, Jilin, postgraduate student, associate professor and the

Assistant Dean for the Management School of Changchun University of Finance and Economics, and the research direction is: logistics management.

Mailing Address: Management School of Changchun University of Finance and Economics located at No. 58, Qingtianshu Street, Jingyue Economic Development District, Changchun, Jilin

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