

Experimental Research on the Reform of the Evaluation Method of Engineering Cost Course of Construction Higher Vocational Colleges based on “Internet+”

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Abstract: Today, with the rapid development of the construction industry and the real estate industry, engineering cost talents are becoming more and more important in today's society. The demand for engineering cost talents is constantly increasing and the demand is increasing. The engineering cost specialty of higher vocational colleges shoulders the heavy responsibility of cultivating high-quality engineering cost talents that meet the needs of society. The teaching reform of the core course of engineering cost is an important part of cultivating engineering cost talents, and it is also the most basic link. At present, there are still many problems in the teaching of core courses of engineering cost in various higher vocational colleges, such as: teaching methods are not novel enough, teaching materials lack innovative methods, teachers' practical teaching ability is not enough, professional skills are not better highlighted, practical teaching Insufficient conditions. This paper analyzes these issues and puts forward some more reasonable suggestions.

1. Introduction

The construction industry and the real estate market are still developing rapidly, and the cost of engineering accounts for cost accounting and economic benefit accounting. Therefore, the demand for engineering cost talents in today's society is on the rise, and the demand for engineering cost talents is coming. In such a large environment, various higher vocational colleges have successively set up engineering cost majors, and continuously cultivate relevant talents for engineering cost for the society. In order to enable higher vocational colleges to train better talents, the problem that needs to be solved now is to carry out teaching reform on the core courses of engineering cost. The Ministry of Education stipulates that the combination of work and study is an important entry point for higher vocational education and training of talents, and guides the reform of teaching content, curriculum and teaching methods. According to the teaching reform guiding ideology of the Ministry of Education, we will cultivate the adaptability and high-quality engineering cost talents that meet the requirements of social development and meet the professional standards of the industry as the basic foothold, and improve the core curriculum teaching of engineering cost in higher vocational colleges. .

2. Problems in the teaching of core courses of engineering cost in higher vocational colleges in China

In the core curriculum of engineering cost of higher vocational colleges, the theoretical knowledge of engineering cost is too large and too cumbersome. The engineering cost is different from other professions and industries. This major mainly relies on a systematic project to realize specific professor content, if only Positioning the talent training target in the teaching of pure theoretical knowledge can neither make the students understand when and where the knowledge learned is used, nor can they accurately assess the degree of knowledge of the students, so that the quality and effect of the teaching cannot achieve the expected goals.

At present, most of the engineering cost courses of higher vocational colleges still retain the traditional “cramming” teaching. The students of higher vocational colleges are more difficult to concentrate on the whole because of their lack of interest and consciousness in learning. In the simple theory teaching, especially the freshman who just stepped into the school, the understanding

of the engineering cost profession is superficial. Once the engineering cost teacher is blindly explaining the situation, the students will enter the uninterested listening state, and the teaching will not be improved. Quality, to achieve training goals.

The so-called “double-type” refers to teachers who have higher theoretical level of engineering cost and professional hands-on ability and can guide skill training. First of all, the professional cost teachers of higher vocational colleges come from more similar majors, so they are not accurate in the teaching of professional core courses, and they are caught in a state of “tired life”. Secondly, the teaching and practical skills of existing engineering cost teachers are uneven. Some teachers have obtained relevant certificates for engineering cost, but there is still a certain gap between practical ability and job requirements. Third, the workload of teachers in higher vocational colleges is relatively saturated. There is no extra energy and motivation to think about changing traditions and rigid classrooms. Teaching mode, habitual separation of professional theoretical knowledge and skill training, reducing the effectiveness of teaching.

At present, the engineering cost of higher vocational colleges generally faces a problem in the construction process: the training site hardware is insufficient. The training base was originally the best place to train students' practical ability in higher vocational colleges, but it was always affected by factors such as aging of machinery and equipment, low utilization rate and untimely training funds, which made the training effect poor and difficult to train students' ability.

3. The direction of teaching reform of core courses of engineering cost specialty in higher vocational colleges

Prior to the establishment of the core course of engineering cost, we must actively invite enterprise experts in engineering cost-related industries to adjust the training direction of engineering cost professional according to the actual industry and market demand, so as to achieve the purpose of cultivating practical talents that meet the needs of the industry. Try to hire a professional staff of engineering cost with a large number of rich experience to guide students to study the engineering cost specialty, so that students can understand the engineering cost professional more closely, which can greatly improve students' practical ability to use engineering cost.

The teaching reform of the core course of engineering cost in higher vocational colleges should analyze the engineering cost industry and professional skills in depth, and clarify the specific tasks of the engineering cost posts and related professional capabilities. For example: What kind of professional skills should be required by the cost consulting company for the project cost talents, what relevant capabilities should the construction unit need for the project cost talents, and what specific requirements should the owners have for the project cost talents. It is necessary to sort out these contents, determine the skill standards of the engineering cost professional, and set up a reasonable core course of skills assessment, in order to achieve the purpose of cultivating excellent engineering cost talents. Students in engineering cost majors must not only study all the courses according to the requirements of the school, but also obtain a diploma. After graduation, they must also work hard to obtain a certificate related to the project cost.

4. Methods of teaching reform of core courses of engineering cost specialty in higher vocational colleges

It is necessary to change the traditional teaching methods and select a more appropriate teaching method for the characteristics of the core structure of the engineering cost professional curriculum. For example, analyze and demonstrate a specific case, let the students actually operate, summarize and train after class. It is imperative for students to think more and do more hands-on and practice simulation training. Teachers should sum up the complex and huge theoretical knowledge and concentrate on theoretical knowledge. At the same time, it enhances the fun of classroom teaching, and adds knowledge quiz and on-site drills in the classroom to stimulate students' interest in learning.

When recruiting teachers of engineering cost, they should pay attention to the age, education and professional titles of the candidates. Focus on cultivating the teaching leaders of the majors, the teaching directors of each course, and let the old teachers lead the new teachers; Encourage young teachers to obtain various certificates related to project cost and continue their studies, so as to deepen their understanding of the engineering cost profession. Intensify efforts to improve teachers' teaching ability, conduct pre-job training for newly recruited teachers, and conduct regular study visits to old teachers; often invite experienced experts to come to the school to conduct academic lectures; strengthen the style of study, study style, and professional engineering cost Construction provides a good environment.

Increase the investment in the construction of practical teaching sites, improve the practical teaching conditions, and meet the needs of students' practical operations and independent experiments. Establish an internship training and teaching base to improve the practical and innovative ability of engineering cost students. The training in the school should enable students to carry out engineering cost experiment and competition training; the off-campus teaching practice base should enhance the practical teaching guidance, and employ the engineers of the cooperative enterprise to participate in the practical teaching activities. The practice teaching base should not only serve as the venue for the actual operation training of students outside the school, but also rely on the base resources to develop the research and development work related to the engineering cost-related technology, so that the scientific research work and the teaching quality of the engineering cost professional can achieve remarkable results.

Increase the construction of laboratory and the opening of laboratories in the school. Further improve the laboratory management system, and at the same time, to solve the tension of experimental resources, we should implement open laboratory management, explore different open sharing forms for laboratories with different functions and categories, focus on building virtual laboratories, and establish a laboratory information network platform. Realize the informationization, networking and intelligence of teaching and management, promote laboratory resources through the establishment of supporting policies and measures, and share and form a scientific management system and operational mechanism. It is also possible to establish a multimedia network laboratory through the Internet network system to realize the on-campus online experiment needs of the school, effectively solve the problem of shortage of experimental resources, and meet the needs of students' independent experiments.

Pay attention to the construction of off-campus internship training base. In order to improve the innovation and practical ability of engineering cost students, a practice base integrating practical teaching, skill promotion and scientific research should be established. The training in the school is mainly satisfied with the students' engineering cost experiment, innovative practice plan, competition training, etc.; in the off-campus practice base and operation, make full use of the excellent alumni resources, and select a group of large and medium-sized enterprises as the practice base according to the professional characteristics of the project cost. . On the one hand, in order to enhance the guidance of practical teaching, engineers from the base relying on the unit are invited to participate in practical teaching links, such as internships, training, and experiments; on the other hand, participating in practical training, teachers and students can rely on the base resources to carry out scientific research and other scientific research work, not only Can enhance the level of scientific research, but also give full play to the professional advantages of the discipline.

5. Conclusion

The key point of the teaching reform of the core course of engineering cost in higher vocational colleges in China is to determine the direction of professional development, establish a clear goal of vocational education, highlight the characteristics of engineering cost specialty, combine the actual development direction of engineering cost industry, and the social cost of construction. The specific requirements of talents improve the curriculum, establish a complete practical teaching facilities, employ professional teachers with rich experience, strong work ability, dedication and professionalism, and provide professional extracurricular practice teaching bases. It is necessary to

cultivate high-quality professionals who meet the needs of the society and meet the professional requirements of engineering cost. It is necessary to combine theoretical and practical aspects in the teaching process. Only in this way can teaching reform be successful.

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