

## **Research on the Innovation of Applied Talents Training Mode of Undergraduate Majors in Educational Technology of Newly-built Local Colleges**

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**Abstract:** There is a difference between the education technology majors of local colleges and universities and the education and teaching of key education technology majors. Therefore, the positions of the talents cultivated by each other are different in the entire talent spectrum. Adapting to the new trend of education reform, local colleges and universities should seek dislocation development, focus on the training objectives of applied undergraduate talents, and explore innovative talent training models.

### **1. Introduction**

In recent years, with the continuous expansion of the application fields of educational technology, the demand for educational technology talents has been increasing and a large number of professional talents have been trained to make education informationization in China. The due contribution. However, there are also problems such as the convergence of specifications and unclear characteristics in the training of professional talents in educational technology in various institutions. In particular, some local colleges and universities, because most of them are upgraded by the college from 2009, the construction time is relatively short, and the comprehensive strength is weak. However, under the pressure of tremendous development pressure, they cannot correctly examine their own development orientation and talent training direction. The talent classification theory analyzes the position of the cultivated talents in the entire talent spectrum, fails to formulate talent training programs according to their own characteristics and regional characteristics, and blindly copies the curriculum system and teaching mode of key universities with considerable experience and resources. Etc., thus leading to the lack of pertinence of education and teaching, students' learning difficulties, the characteristics of talent cultivation are not obvious (the ability to do things is not strong, the theoretical quality is not high), and can not meet the needs of local education, economic and social development.

### **2. Significance of the construction of practical teaching system for educational technology majors**

The major of educational technology is a highly applied specialty. Students must not only have extensive and solid theoretical knowledge, but more importantly, they must have strong practical ability. Therefore, the construction of educational technology professional practice teaching system is to train qualified personnel. Important ways and guarantees. Practical teaching is an important means to cultivate students' practical ability and innovative spirit. It is the bond of classroom theoretical knowledge and practicality, and also the key to achieving training objectives. The Ministry of Education's "Several Opinions on Strengthening Undergraduate Teaching in Higher Education to Improve Teaching Quality" pointed out that "practical teaching has a special effect on improving students' comprehensive quality and cultivating students' creative spirit and practical ability." The "Opinions of the Ministry of Education on Strengthening the Training of Talents in Higher Vocational and Technical Education" pointed out that "practical teaching should change the state of over-reliance on theoretical teaching and explore the establishment of a relatively independent practical teaching system." Therefore, constructing a scientific and reasonable practical teaching system is conducive to enhancing students' social awareness and social skills, improving

the quality of education and technical personnel training and social competitiveness, and plays an important role in cultivating students' practical and innovative ability and preliminary research capabilities.

### **3. The Measures for the Implementation of Practical Teaching System in Education Technology**

Establishing a stable and high-level "double-structured" faculty is a key and important guarantee for the construction and implementation of a practical teaching system. The selection and employment of college teachers in China has always emphasized academic qualifications and scientific research capabilities, so new teachers generally lack practical skills. In addition, there are widespread problems in young undergraduate colleges, such as a large proportion of young teachers, weak practical experience, and heavy teaching tasks. The application of open thinking and vision in local new undergraduate colleges strengthens the construction of "double-structured" teachers, requiring teachers not only to carry out theoretical teaching, but more importantly, to have proficiency in the industry. First, full-time training, the development of a "double-type" teacher with planned and focused, focusing on the implementation of the "mentor system" and "old-fashioned" system; the second is to implement young teachers to industry units for internships and post-employment training ( Third, active academic and technical exchanges; fourth, professional teachers at least one or more practical courses per year (experiment, trainee, lecture, social practice, curriculum design, graduation design, graduation thesis) The fifth is to hire professional engineers with practical experience as part-time teachers in practical teaching to effectively improve the effectiveness of practical teaching.

The construction of practical teaching base is an important guarantee for improving the quality of teaching in colleges and universities. It is also the main carrier for improving the quality of practical teaching, providing intellectual and material support for students' practical ability and innovative experimental activities. The cultivation of high-quality and skilled talents in educational technology must rely on a large number of practical teaching in the practice bases and off-campus practice bases. The first is to strengthen the construction of laboratories. The characteristics of educational technology specialty decided to build at least a modern educational media technology laboratory, a multimedia courseware production laboratory, a photography laboratory, a television program production laboratory, a network technology laboratory, a micro-teaching laboratory, and a network (remote) education. Application laboratories, virtual simulation laboratories, 8 major professional laboratories, general education courses, public class experiments can be carried out in the laboratory of physics, electronic science and technology. The second is to establish a mentoring system to provide support for students to conduct extracurricular research, competitions, innovative experimental projects, social practice, graduation design, and graduation thesis. The third is to strengthen cooperation with primary and secondary schools, basic education departments, audio-visual halls, television stations, enterprises, government departments, and improve the practice network outside the school. The fourth is to strengthen contact with relevant large-scale training institutions, consulting and certification institutions, film and television companies, and build an extension platform for students to expand their capabilities. Fifth, students are encouraged to actively participate in annual information technology new equipment exhibitions and academic seminars inside and outside the province. The sixth is to strengthen the construction of laboratories with off-campus units and to share laboratory equipment resources and human resources. The seventh is to give full play to professional advantages and provide relevant technical services to other units and departments in the school, such as the shooting and production of quality courses and video open classes, photography, videography and editing of the Propaganda Department.

Reform practice teaching system. "For a long time, domestic education has the problems of heavy theory, light practice, theoretical separation from reality, and outdated teaching content." The content of the practical curriculum is set according to the idea of "hierarchical, modular, and phased" to adapt to different levels and grades. Students with different needs emphasize the systematic, comprehensive and open content. First, it is necessary to carry out the reform of the

practical course teaching system, control the total number of courses and the total number of hours of teaching, reasonably set the proportion of theoretical teaching and practical teaching, and enhance the proportion of practical teaching, project teaching and experimental teaching, combined with the characteristics of the curriculum, for each major. The experimental content in the course is repeated and streamlined. Second, the content and form of experimental textbooks and experimental instruction books should be continuously updated and improved, reducing verification projects, and increasing design, comprehensive and exploratory experimental projects. Third, increase Cultivate students' initial research ability, comprehensive application ability and innovative ability, such as participating in teacher research projects, DV creation competition, campus filming, courseware production competition, "Challenge Cup" activities, lecture competitions, research projects, entrepreneurial planning, etc. Fourth, the introduction of social practice projects, such as wedding photography, company promotional film production, company website development and other activities; Fifth, students can also carry out the "top" practice, truly rational Mutual penetration and integration of teaching and practice teaching. Reform experimental teaching methods. The reform of experimental teaching methods follows the principle of student-oriented, individualized and subject-oriented, pays attention to the experimental process, conducts experiments from multiple angles, multiple means, multiple channels, step by step, step by step, and constructs an open, inquiry-based, task-driven type. The experimental teaching method emphasizes the transition from the verification teaching mode to the inquiry teaching mode, changes the indoctrinating teaching mode, and widely uses methods and modes such as heuristic, discussion, learning, problem and project to encourage students' autonomy. Choose a practical project and conduct innovative practices. Optimize the practical teaching process. First, strengthen the management of practical teaching organization, improve the secondary management system of the department and department, formulate a scientific and operational practical teaching management system and operational procedures; second, establish and improve the curriculum system, teaching material system and teacher performance appraisal of practical teaching. , student evaluation system, practice platform management system, laboratory construction implementation plan, experimental project and equipment list, experimental practice schedule; third, to achieve documented management, to ensure the standardization, procedural, scientific and practical supervision of the teaching links; The fourth is to establish a laboratory open system for practical teaching, to open time, open the site, open the equipment, open experimental projects, and effectively improve the utilization rate of the laboratory and the use efficiency of the equipment.

Improve the quality control system of practical teaching. "No rules, no squareness", the establishment of a scientific and rigorous practice teaching quality monitoring system is an important measure to protect the teaching objectives. First, establish and improve the management system and various regulations of practical teaching, so that all aspects of practical teaching are institutionalized and standardized; second, improve the management system of practice teaching documents, curriculum standards, experimental project tasks, and experimental guidance for each practice. The book, the practice guidance record and the record of the students' practice achievements; the third is to adhere to the departmental leadership and the teaching and research section to listen to the evaluation system; the fourth is to establish a regular and irregular random inspection system for practical teaching; the fifth is to formulate the teaching requirements and assessment of all aspects of practical teaching. The method is to track the whole process of the practice teaching; the sixth is to carry out social needs and graduate tracking feedback. Through the above measures, the stability and effectiveness of practical teaching activities are guaranteed, and the effect of practical teaching is effectively improved.

#### 4. Conclusion

Educational technology has been a new subject for decades. With the development of the education technology major, the experience of running a school is becoming more and more abundant. The research on the orientation of education technology in different types of colleges and universities, and the corresponding curriculum system construction and teaching method reform It

is an increasingly important topic. Different types of colleges and universities have clearly defined the development direction and school-running characteristics of the major, and it is of great significance to construct talented personnel training programs with their own characteristics that meet the requirements of their respective regions for education and economic and social development. Therefore, research and innovation research in this area will also be Continue to go deeper and more detailed.

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