The Study on the Reform of Curriculum Setting in Shaanxi Colleges and Universities by Industry Supply Side Structure Adjustment

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Abstract. Curriculum setting is the key link of talent cultivation, which determines the quality and specification of talent cultivation. What kind of curriculum should be adopted to ensure the quality of personnel training is a big problem that must be seriously considered and solved in practical universities. For a long time, we only pay attention to the teaching theory of knowledge, ignoring the cultivation of the practical application knowledge or skills, theoretical knowledge and practical skills training, the separation of course content lags behind the demand of economic and social development, structural imbalances and other issues. It is clearly pointed out that for some people who do not adapt to the development of society, they need to be provided for structural adjustment. In the same way, the curriculum of colleges and universities should meet the needs of social development. This thesis is to discuss the optimization path of the curriculum of China's undergraduate transformation institutions in the context of transition from the perspective of application-oriented talent demand.

Current Situation of Curriculum Setting in Colleges and Universities in China and Shaanxi

At Present, China Has the Talent Resources, on the Other Hand, the Talent Structure is Detached from the Social Needs

At present, there are unreasonable curriculum in colleges and universities in China, and large Numbers of college graduates can not meet the actual needs of the society. The state has pointed out the direction of the future development of colleges and universities, and pointed out that it is necessary to strengthen the structural reform to improve the efficiency and quality of the supply side. The supply side of the institutions of higher learning reform, on the one hand, need to reduce the number, on the other hand need of many enterprises in our country, the supply of marketable products, more appropriate to meet the demand of the production of the enterprise, better improve the quality of talents of enterprises and talent index. A set of Numbers is enough to illustrate the importance of curriculum reform.

The total number of talents in China will reach 1.56 billion people in 2015, with the number of professional and skilled personnel reaching 6800 and 39 million respectively. The number of highly skilled personnel will reach 39 million by 2020, including 10 million technicians and senior technicians. According to statistics, the total number of human resources in science and technology in China reached 63 million in 2011, which is far below the above target. This suggests a shortage of high-level talent.

Starting from 2018, the country will comprehensively promote the intelligent construction of industry, which requires a large number of highly skilled talents who can understand the theory and operate effectively. At present, the students are not qualified for this work. Undergraduate training is required. This shows that there is a problem with the knowledge hierarchy.

According to the survey, from 2013, China's labor-intensive and technology-intensive industries account for about 30% and 15%. From the perspective of labor structure, the labor force and skilled labor force are about 80% and 17%, while the knowledge labor force is only 3%. These data show that China is still dominated by the physical labor force, the skilled talents are not enough, and it is
difficult to adapt to the needs of social transformation and development. This shows that the talent structure is divorced from social needs.

**The Application Type Reform of Colleges and Universities is Urgent**

The responsibility of personnel training is mainly borne by the colleges and universities. Only with strong teaching quality and talent training ability, the college itself can have strong attraction and vigorous vitality. The ministry of education has made it clear that in addition to a small number of 985 and 211 universities in the country, about 80% of the universities need to carry out reform and transfer to the applied direction. If it is snubbed, it undermines the influence of institutions of higher learning. And the course setting is one of the factors that influence the quality of teaching and the quality of talent cultivation.

In recent years, the main contradiction between China's national economy is quietly changing. In 2015, our country economy shows that the new problem, on the one hand, the sum of social productive capacity is far greater than that of consumption, overcapacity may cause a large number of labor facing unemployment, deflation, product prices to plunge and other social and economic risks, on the other hand supply cannot meet demand has gradually become a stumbling block to the economic rapid development, a large number of Chinese people go abroad to buy home appliances, electronic products, clothing and other articles for daily use, this shows that China's economic structure has serious imbalance between supply and demand. In the employment market of college students, the problem of imbalance between supply and demand is also huge. On the one hand, a large number of jobs are neglected. On the other hand, some companies are unable to meet the demand for jobs.

The experience of American and German universities in curriculum reform is worthy of reference. The characteristics of the curriculum system of American colleges and universities are: ordinary education and education; Science education and human education; Pay attention to basic knowledge education, and pay attention to the cultivation of student ability. German application-oriented curriculum system is dominated by practicality, and most of the theoretical courses are related to enterprise cases. The content of practical courses is closely related to the needs of local economic and social development. The course content of its applied science and technology university focuses on flexibility, and the teachers make up their own notes, customize the teaching materials, and set the schedule, and the content is flexible and diverse. The "modularized" curriculum is generally adopted to form a relatively independent teaching unit with several courses associated with the same subject. After the students finish the unit work, their individual ability has come a long way; In addition, the Australian curriculum theory is moderate, which is required by the position, and the content of course teaching is also worth studying.

Our universities now have the following problems: in the course of the curriculum planning, there is the fragmentation of the curriculum knowledge, and the phenomenon of collage; Curriculum system simplification; The curriculum structure is not reasonable, the compulsory course and the elective course proportion is maladjusted; Lack of practical courses; The enthusiasm and initiative of teachers and students are not given full play in the process of school curriculum, ignoring the communication between teachers, also ignoring the students' awareness of their own level, blindly following suit phenomenon is serious. Some universities only pay attention to theoretical teaching, ignore the application of knowledge, and cultivation of students can't adapt to the needs of enterprises; this shows that we train the students to the wrong way, must change, and urgently.

**Existing Problems and Optimization Path Selection of Curriculum in Chinese Universities**

**The Main Problems in the Current Curriculum Setting of Chinese Universities**

At present some ordinary undergraduate course are mostly by the college to upgrade, upgraded to rise the undergraduate course and specialized subject undergraduate college upgrade become university, etc., to undertake the responsibility of the popularization of higher education, is one of
the important pillars of higher education. They are historical reasons or school itself and the limit of the level of development, in the process of running blindly pursuing big, perfection, blindly copy or imitate the research university, from its own reality, there have been some problems. Through the questionnaire survey of ordinary undergraduate colleges, the following problems are found:

(1) not all students are optimistic about their professional prospects. Some students are more worried about the future of their major.

According to the results of the survey, 14 percent and 23 percent of respondents believed that the employment prospects of the majors were good or good, while 25 percent said they were not good and the rest were average.

(2) students are not satisfied with their professional courses.

According to the analysis of the questionnaire, only 11% of respondents were satisfied with the curriculum, 25% of respondents were satisfied, 24% were not satisfied, and the rest were general.

(3) there is not enough depth in the courses offered by ordinary undergraduate transformation institutions.

According to the analysis of the present situation of the curriculum, analysis: 18% of the respondents said their professional curriculum’s depth and breadth is very reasonable, 4% thought depth scope is not enough, 20% think the depth and breadth is not reasonable. Another 58 percent said the breadth of the curriculum was not enough.

(4) convergence of curriculum objectives.

According to the analysis of the questionnaire, we can see: 13% of the students think assimilation objective problem is very serious, 28% of the students think the problem is more serious, the remaining 59% of the students think or usually not serious.

(5) the objective of the course is not established.

According to the analysis of the survey results, 14% and 30% of the interviewees believe that the problem of the course target is very serious and serious. The remaining 5 percent said the problem was general or not serious.

(6) the course content is not practical.

According to the survey, 13 percent of respondents believed that the course content was very practical, with 25 percent of respondents believing it was strong, while the remaining 62 percent said it was generally or less useful.

(7) time lag of course content.

According to the results of the survey, 13 percent, 26 percent, 33 percent, and 28 percent of respondents thought the course content was strong, strong, and weak in general and curriculum.

(8) the lack of the content of the course.

According to the survey, 11 percent and 22 percent of respondents believed that the content of the course was very specific or obvious, with 29 percent and 38 percent of respondents saying it was very weak or general.

The Optimization Path Selection of College Courses

Students Should Follow the Rules of Talent Cultivation. In 2018, the number of college graduates in China will reach about 7.2 million, and will be concentrated in the transformation institutions of ordinary universities. In the face of a growing phenomenon of difficult employment, the transformation of ordinary undergraduate course colleges and universities should integrate personnel training and regional economic and social development, the greatest degree of promoting the harmonious development of talent cultivation and the economic structure; And carry out the "ability standard" and "lifelong learning" principle, follow the rules of personnel training, attach importance to students' individual character development, service for the students' employment and enrollment for schools, for learners to master various skills in learning during laying a firm foundation for the knowledge of the training of talents in seeking career are the most modest liquidity.

Identify the Development Orientation and Determine the Course Objectives. The normal undergraduate transformation college is adapted to meet the diversified demands of education, and
has the unique historical mission and talent training task. The following aspects should be considered:

(1) characteristics of the course objectives.
(2) feasibility of the course objectives.
(3) comprehensive curriculum objectives.

**Update the Course Content in Time to Promote Students' Development.** (1) the course content focuses on practicality. (2) the course content highlights The Times. (3) the contents of the course highlight the locality.

**Looking Forward to**

The transformation colleges and universities of ordinary undergraduate students shoulder the responsibility of providing a "talent pool" for local economic and social development. And people to the transformation of the current higher education development of a kind of psychological expectation and social expectations, hopes to improve higher education personnel training and the social and economic structure of derailment phenomenon, optimize the structure of talent training. The optimization of curriculum setting is also an active exploration of the "application-oriented" curriculum setting in the transitional institutions of various universities. Therefore, in the transformation of ordinary undergraduate course colleges and universities should clarify its development orientation, make full use of their own advantages and mining, on the basis of applying curriculum at home and abroad for reference, the experience, walking road of the characteristic development, setting up reasonable curriculum, realizing national "training in basic knowledge and practical ability of innovative talents" goal.

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