

Research on the Cultivation of College Students' Practical and Innovative Abilities¹

Zhimin Huang²

School of Tourism, Inner Mongolia University of Finance and Economics, Hohhot, Inner Mongolia 010070

Keywords: Three Classes; Exhibition Major; Practical and Innovative Abilities

Abstract: In the aspect of talents cultivation in colleges, giving full play to the "three classes" can connect the learning and practice activities in and out of class, and truly realize the cultivation of students' practical and innovative abilities. As an applied major, the exhibition major develops students' practical and innovative abilities, which is the primary goal of professional education. However, due to the short development time, there are still many problems to be solved in colleges' exhibition in the orientation of talents cultivation and curriculum teaching. Under the guidance of the concept of "three classes", the exhibition major in colleges need to reform the in-class teaching methods and construct the interactive practice and training system so as to promote practical and innovative abilities of exhibition majors.

1. The Concept of "Three Classes"

"Three classes" refers to the teaching class in the school, the extracurricular teaching practice and the enterprise practice outside the school. These "three classes" should run through the four years of undergraduate learning activities, while in space, they closely link the learning practice places in class, after class and outside school.

Of the "three classes", the "first class" is the closest to the traditional interpretation of the concept of "class". Meanwhile, it is also the only one in the "three classes" that is limited to teachers' teaching and students' learning activities in the classroom. The main teaching activities in the first class are teachers' impartation of knowledge and students' understanding and absorption of these knowledge. In the current teaching activities of various colleges, although the roles of the second and third classes are highly valued, the role of the first class cannot be ignored. Under the guidance of the goal of cultivating college students' practical and innovative abilities, it is necessary to promote the transformation of teaching content and methods of the first class, so that college students can grasp the theoretical knowledge solidly and flexibly and apply it to the second and third classes.

As for the "second class", at present, its activities in various colleges are mainly extracurricular activities led by schools or promoted by student associations, which includes all kinds of competitions and social public welfare activities. The second class is an important place for students to apply the theoretical knowledge learned in the first class, and also an important bridge between the first and third classes. Compared with the first class, the main goal of the second class is to minimize the leading role of teachers and give full play to the leading role and subjective initiative of students.

¹ This paper is one of the research results of the education and teaching reform project of Inner Mongolia University of Finance and Economics: Research on the Deep Integration of Theory Teaching and Practice Teaching in Conference Planning and Management (JGKT20180530); This paper is one of the research results of the "13th Five-year Plan" for educational science research in Inner Mongolia Autonomous Region: "Research on the Deep Integration of Theory Teaching and Practice Teaching of Exhibition Economy and Management in Colleges and Universities" (NGJGH2018328).

² About the author: Huang Zhimin, 1981, female, Manchu, Xilingol League, Inner Mongolia, associate professor of School of tourism, Inner Mongolia University of Finance and Economics, engaged in the research of exhibition economic development.

As for the "third class", it is mainly internship and training activities for students in enterprises related to the industry. Organizing college students to conduct practice and training activities in enterprises has been generally included in the teaching and training programs in most colleges. Thus, the third class has become the last link of college students' academic education. Through the practice and training activities in the third class, college students come to truly contact with the society and understand various problems encountered in the actual work, so as to accumulate experience for their work after graduation.

Although at present colleges generally propose to play the role of "three classes" in talents cultivation, the actual problem is that the connection of three classes in the cultivation is not ideal. The problems in the first class include the obsolete teaching content, and most of the teaching means are based on traditional teaching methods; The problem of the second class is that although there are many types of extracurricular activities, there are very few activities that can really apply the theoretical knowledge of the first class to practice; The problem of the third class is the information asymmetry between colleges and enterprises in talents cultivation, which leads to the scarcity of practical training bases outside the school. For those applied majors with strong practicality in colleges, only by giving full play to the role of "three classes" can students' practical and innovative abilities be truly cultivated.

2. Problems in the Setting of Talents Cultivation Direction of Exhibition

At present, there are more than 100 colleges having exhibition major in China. Some of these colleges are located in economically developed and underdeveloped areas, and some are located in areas where the development of exhibition is relatively fast or relatively slow. By investigating the setting of exhibition in these colleges, we find some common problems. Firstly, since 2010, with the development of China's exhibition, the demand for talents in exhibition industry has gradually increased. Some colleges have not conducted in-depth research on the talent types and structures of the exhibition industry, blindly follow up to set up new majors and have vague positioning in their cultivation direction; Secondly, some colleges just simply copy the talent training programs and curriculum programs of other schools instead of considering the characteristics of their own regions and schools when setting up the major. In the actual implementation of the program, because of the lack of some necessary conditions, the talent cultivating program and the actual talent cultivating work do not match, the cultivated talents lack "industrial features", and there is a disconnect between the actual demand for talents in the exhibition industry.

As a comprehensive industry integrating conference, exhibition, festival activities and incentive traveling, exhibition industry determines that the exhibition major in colleges is an applied major with strong practicality, and its curriculum is also highly practice-oriented. Thus, strengthening the cultivation of students' practical and innovative abilities is a necessary requirement of exhibition teaching. At present, the society generally requires to improve the quality of higher education and all disciplines gradually incline to ability training. In view of this background, it is necessary to construct a reasonable teaching mode in the teaching of exhibition. Thus, it is an urgent problem to study and solve in the course teaching of exhibition major in colleges concerning how to conduct teaching, realize the deep integration of theory teaching and practice teaching, and improve students' application and practical abilities.

3. The Cultivation of Practical and Innovative Abilities is Difficult to be Realized in the Teaching of Professional Courses

The vague orientation of talents cultivation and the lack of distinct professional features lead to many problems in the teaching of exhibition courses in quite a few colleges.

3.1 Weak Faculty Strength and Single Class Teaching Methods

The limitation of teachers' professional ability is one of the important factors that restrict the curriculum teaching of the exhibition major. On the one hand, as a new major and interdisciplinary

subject, exhibition major requires professional teachers to have a solid knowledge reserve and extensive knowledge; On the other hand, as a highly practical major, exhibition major requires teachers to have relevant working experience to guide students' practical activities. However, because of the relatively short period of professional development, the actual problem of exhibition major in terms of teachers is that they have not received academic education in this major, nor have any experience in related enterprises. Quite a number of teachers are transferred from other majors to the exhibition major to engage in teaching work, and lack systematic and in-depth research on its professional knowledge. Thus, this leads to the inability to teach theoretical knowledge systematically to students in class.

In addition, many teachers of exhibition adopt the single teaching method in the teaching. Regardless of the nature and the content of the course, they all adopt the traditional teacher-led teaching style and are limited to echoing what the books say. There is a serious lack of interaction between teachers and students in the class, which leads to the decline of many students' interest in learning professional courses. Thus, it is not helpful to give play to the initiative of students in learning, and the effect of cultivating students' practical and innovative abilities are greatly reduced.

3.2 Lack of Practical Teaching Activities and Resources

As a highly practical major, exhibition major can cultivate students' practical and innovative abilities only by arranging enough practical teaching apart from the traditional teaching method. However, the current actual problem is that many colleges offering exhibition major only take a small proportion of practice in the arrangement of professional courses; Although some colleges have arranged practical teaching hours in the development of teaching programs of exhibition major, the teachers have not conducted corresponding practical teaching, which makes the arrangement of practical hours is only a form.

The lack of practical teaching resources has also become an important factor that restricts the teaching effect of the exhibition major. The practical teaching activities of this major cannot be limited to a small part of the practical teaching conducted on campus. Instead, it requires students to participate in the actual exhibition planning, management and service to know about and understand this industry. For those colleges located in the underdeveloped areas of the exhibition industry, the opening of this major lacks the inherent advantages, that is, the practical teaching resources. On the one hand, this is because, compared with the areas with developed exhibition industry, the exhibition activities in the areas with underdeveloped exhibition industry are less conducted, which reduces the opportunities for students to do practical activities; On the other hand, this is because the underdevelopment of the exhibition industry leads to a relatively small number of excellent exhibition enterprises, which leads to a lack of good practice platform for students. For example, a college with exhibition major arranges cognitive practice for students to form preliminary professional cognition when they are freshmen. However, because of the lack of practical resources, one of the eight enterprises students visit is the exhibition center in a certain place, and others are cultural enterprises.

4. Suggestions on Strengthening the Practical and Innovative Abilities of Students Majoring in Exhibition with the Concept of "Three Classes"

4.1 Improving the Single Teaching Method in the "first class"

The first class is the main place to impart professional knowledge systematically and comprehensively. The main teaching activities in the first class are teachers' impartation of course knowledge and students' understanding and absorption of these knowledge. In order to fully cultivate students' interest and enthusiasm in learning, highlight students' main position in teaching, and cultivate students' self-learning ability, in some professional courses, teachers can also reverse the teaching process and adopt the teaching method of "flipped classroom". The teaching method of "flipped classroom" is not to flip for the sake of flipping, nor to let teachers do nothing in teaching. The adoption of this method requires teachers to have rich practical experience and teaching

experience, and they should be very familiar with the contents, key and difficult points of flipped classroom and the mistakes students are likely to make in self-learning. The teachers are required to assign the students to learn the task list before class, and let them learn according to the task list with questions. For example, in the course involving the writing of the assignment book of exhibition, conference and activity planning, teachers can make a targeted learning list for students to master the elements and writing skills involved in the assignment book before class. Then, they can ask students to write plans in groups, and then test students' mastery of knowledge by asking questions from teachers or explaining plans in groups. Based on this, the teachers can also correct the content of the course that the students have not grasped or are not well-understood. In some courses, the teaching method of "flipped classroom" is helpful to the cultivation of students' self-learning ability and critical thinking ability, which is a necessary training to form students' practical ability.

Besides, when teaching students practical knowledge about exhibition, we should break through the space limit of classroom teaching. We should explain and demonstrate to students in real practice places, so that students can form intuitive feelings about the practical content of the course. For example, when talking about the layout of the exhibition and conference venues, teachers should arrange the teaching venues in advance at the venues for exhibitions and conferences. When teaching, they can guide students to observe the scene while explaining, so that the practice content of the course can be truly implemented.

4.2 Extending the Cultivation of Professional Practical Ability to the "Second Class"

At present, in various colleges, the activities of schools or student associations based on the "second class" are growing vigorously. The activities of "second class" are rich and diverse, and students usually plan, organize and implement various activities independently. This not only creates conditions for cultivating students' practical and innovative abilities, but also broadens the training methods for these abilities. The "second class" is not only a place for the display of stylistic competence. Relying on the "second class" and promoting the development of professional-oriented activities, the "second class" can be turned into the main place for the cultivation of professional practical ability.

Under the framework of national policies, "second class" activities in various colleges often have multiple modules. Among them, there are numerous competitions aimed at cultivating students' practical and innovative abilities. Colleges that has set up the exhibition major should actively encourage and support students of this major to participate in the exhibition planning and creative competition at all levels. We can first conduct the exhibition creative planning competition in schools, select outstanding students, and then send them to participate in the national exhibition creative competition. For example, "Yuanhua Cup" exhibition creative competition is now a well-known nationwide competition for exhibition students with the support of various colleges. If conditions permit, we can also send students to participate in foreign exhibition creative competitions. By participating in professional competitions, students have broadened their horizons and improved their practical and innovative abilities. In addition, volunteer service is also an important part of the "second class" activities. Each college should also create conditions for students to volunteer, especially those related to the major. For example, students are allowed to participate in the volunteer work of exhibitions or conferences. Volunteer work is also an important platform for cultivating students' practical ability.

4.3 Making the "Third Class" the Last Link for the Cultivation of Practical and Innovative Abilities

For the exhibition major with strong practicality, it is necessary to let students practice in the relevant enterprises of the industry to cultivate their practical and innovative abilities. Through internships in enterprises, students can really get in touch with industry-related enterprises and face various specific problems in the workplace. In this way, the application of professional knowledge can be implemented and help to stimulate students' innovative potential on the basis of practice.

Colleges that have set up the exhibition major should establish long-term cooperative relationships with local high-quality exhibition enterprises as much as possible, so that industrial enterprises can become important practical training bases for professional courses. In the case that the local exhibition industry is underdeveloped, qualified colleges can also send students to the exhibition enterprises in developed areas for internship. The schools and enterprises jointly develop the students' internship programs in enterprises, and determine the talents cultivation goals which combines innovative spirit and practical ability, so that the "third class" can truly become the booster of cultivating students' practical and innovative abilities.

In conclusion, we should improve the construction of college education and teaching system under the concept of "three classes" to realize the linkage of the "first class", "second class" and "third class" in time and space. Only in this way can we effectively cultivate students' practical ability and innovative ability.

References

- [1] Ma Yunhan, Zhang Jing. The Application of Project Driven Teaching Method in the Undergraduate Course of Higher Education[J]. Journal of Higher Education, 2015(10).
- [2] Li Tiecheng, et al. Research on Exhibition Curriculum Design Based on Exhibition "Knowledge-ability" System[J]. Modern Education Science, 2017(5).
- [3] Zhou Jianhua. Construction of Practical Teaching System of Exhibition Economy and Management Based on Ability Orientation[J]. Contemporary Education Research and Teaching Practice, 2017(10).
- [4] Luo Caisheng. Research on the Cultivation of Innovative Talents in the Era of "Internet +"[J]. Chinese University Technology Transfer, 2018(3).
- [5] Chen Xinhua, Xu Jiangtao. Keywords: college students 'innovation ability, cultivation and practice, research and practice of college students' innovation ability, Journal of Hunan First Normal College, 2003, 003 (001): 49-51
- [6] Sun Lingna, Gao Yuan, Li Cuihua. Research on the Cultivation of Students Innovative Abilities in the Teaching of Experiment% Exploring the Cultivation of Students 'Innovative Ability in Experimental Teaching [J]. China Modern Education Equipment, 2009, 000 (003): 83-84.