

Application-oriented Undergraduate Talent Training and Cooperative Learning Teaching Reform

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Keywords: Applied; Cooperative learning; Reform in Education

Abstract: With the continuous progress and development of society, the requirements for college graduates are also increasing, especially the demand for applied talents is becoming more urgent. Therefore, this article aims to explore how to cultivate undergraduate applied talents with practical application abilities through teaching reform, and discusses how to strengthen the interaction between students and improve their cooperation awareness and teamwork ability through cooperative learning; how to cultivate students' innovative thinking ability and practical ability through teaching reform to help students better adapt to the needs of the future workplace. Thus, in the theoretical level, this paper provides some new thinking and enlightenment for the development of teaching theory, promotes the continuous improvement and perfection of education teaching, and further promotes the development of our education cause.

1. Introduction

With the continuous development and progress of society, the requirements for college graduates are also increasing. Especially in the face of the current economic and social needs, the cultivation of applied talents has become an important task in higher education. Therefore, how to cultivate applied talents through teaching reform has become a focus of attention for the education industry and relevant experts and scholars in universities. Therefore, this article is titled "Application-oriented Undergraduate Talent Training and Cooperative Learning Teaching Reform", aiming to explore how to strengthen students' interaction and communication through cooperative learning, improve their cooperation awareness and team cooperation ability, cultivate students' innovative thinking and practical abilities, and help them better adapt to the needs of the future workplace. It helps to further promote the development of China's education industry.

2. The capability connotation of undergraduate applied talents and the importance of cooperative learning teaching reform

2.1. The Capability Connotation of Undergraduate Applied Talents

Professional literacy: Specifically, applied talents should have a certain level of theoretical knowledge and be able to proficiently apply the skills they have learned. Moreover, having foundational knowledge is also very important, which can be used for predicting future work and

career planning. In addition, applied talents should also possess interdisciplinary and interdisciplinary abilities and perspectives, capable of analyzing, solving, and innovating complex problems. The formation of this ability cannot be separated from the support of a large amount of practice and practical experience accumulation, therefore, applied talents should continuously improve themselves in practical projects and courses.[1]

Practical ability: This ability enables students to transform their theoretical knowledge into practical abilities. Therefore, applied talents should not only have rich practical experience, but also be able to apply the theoretical knowledge they have learned to practical production, life, and work, and be able to carry out clear, accurate, practical, and innovative practical operations. The formation of this ability cannot be separated from the support and guidance of practical teaching and practical projects.

Innovation ability: innovation ability refers to people's ability to explore, discover and analyze problems in the real environment, put forward new ideas and plans, which is pioneering and technologically progressiveness and can promote the development and progress of the times. Applied talents should be able to continuously explore and innovate in practice, possess the ability to discover and solve problems, excel in systematic exploration and research, and have the ability to explore new technologies, products, and markets.[2] In this era, applied talents must possess the ability to innovate in order to keep up with the development of the times and adapt to rapidly changing market demands.

2.2. The Importance of Teaching Reform in Cooperative Learning

Cooperative learning is an important educational and teaching method that aims to promote interaction and communication among students, cultivate their sense of cooperation, teamwork skills, and communication skills, improve their academic performance and effectiveness, and also prepare them adequately for their future career.

Cooperative learning helps cultivate students' sense of cooperation and teamwork ability: In cooperative learning, students need to collaborate with other classmates to complete tasks. This cooperation can help students overcome individualism and competition, cultivate cooperation awareness and team cooperation ability, help students better adapt to future workplace needs, and also enhance their cohesion and teamwork awareness, To lay a solid foundation for students' future social life.[3]

Cooperative learning helps cultivate students' innovative thinking abilities: In cooperative learning, students need to communicate and discuss with each other to complete tasks. This communication and discussion can stimulate students' innovative thinking abilities, help them discover and analyze problems, and propose new solutions and innovative ideas, thereby cultivating students' innovation ability and entrepreneurial spirit.

Cooperative learning helps to promote students' emotional communication and social skills: In cooperative learning, students need to establish connections with other classmates and engage in emotional communication. This kind of communication not only helps students better understand themselves, but also allows them to see problems from the perspective of others, helping students better adapt to social life, improve their social skills, and lay the foundation for their future development.

3. Summary of Teaching Reform Issues in the Training of Applied Talents and Cooperative Learning

The cultivation of applied talents and cooperative learning are very important issues in today's higher education, and they are important goals of educational reform. The cultivation of applied talents mainly aims to cultivate students' problem-solving and independent thinking abilities, while

cooperative learning emphasizes cooperation and interaction between students, promoting their ability to complete tasks together through cooperation. Although these two teaching modes bring many benefits, there are also some problems, as described below.

3.1. Mismatch between teacher teaching methods and training objectives

In the teaching mode of applied talent cultivation and cooperative learning, teachers should play the role of guiding and promoting students' learning, rather than simply imparting knowledge. However, in actual teaching, some teachers still adopt traditional teaching methods, only using cooperative learning as a form, neglecting the training objectives of applied talent cultivation, resulting in students only completing tasks but lacking practical application abilities.

Some courses only shift the focus of the course from imparting knowledge to completing tasks, but do not enhance students' ability to solve practical problems.[4] This will reduce the effectiveness of cultivating applied talents and make it difficult for students to adapt to practical work challenges after graduation. In addition, due to the lack of feasible and effective teaching and training objectives, teachers can only carry out teaching work according to traditional educational methods and concepts. The overall teaching reform effect is not obvious, and the teaching mode is outdated, which is likely to further reduce the effectiveness of student talent cultivation.

3.2. Barriers and balance problems in cooperative learning

Cooperative learning promotes students to become effective learners through cooperation and knowledge sharing. However, in practice, we often encounter some problems, such as some students may use their own strengths to dominate the group, thereby affecting the learning of group members. Based on the different attitudes of some students towards group tasks, some students may share the workload, while others may lack engagement, resulting in imbalanced group work.[5]

For example, in a group project, if a student occupies a dominant position in task allocation, making it difficult for other team members to fully utilize their abilities, it will slow down the development speed of the entire group and affect the progress of the entire learning project. Secondly, if communication between students in a group is poor, they are likely to experience cognitive division during the cooperation process, thereby reducing the effectiveness of cooperation and collaboration abilities.

The main reason for this situation is the lack of balanced cognition among students in the process of cooperative learning, especially in the context of modern education. Many students are spoiled from a young age, and their subconscious sense of sovereignty is too concentrated, believing that learning and work should be led by themselves. The more students in the same group with this idea, the worse their cooperative awareness, the greater the contradiction, and the overall learning effect.

3.3. Poor teaching resources and environment

Teaching resources and environment can affect students' learning experience, learning effectiveness, learning motivation, and learning outcomes in the classroom. Therefore, the poor teaching resources and environment will directly affect the quality of applied talent cultivation and cooperative learning.

The direct impact of the lack of teaching resources is the stagnation of teachers' teaching work and students' learning tasks. Due to the lack of corresponding teaching equipment, data resources, and key abilities, teachers behave as "skilled women cannot cook without rice" in the teaching process, greatly limiting the development of teachers' teaching and the pace of students' learning and growth.

For example, if there are no other facilities and resources in a classroom besides teachers and

students, students may feel frustrated due to a lack of teaching resources and environmental support, thereby reducing their learning motivation. In addition, if students do not have enough time to complete certain tasks, it can also affect their learning effectiveness.

It can be seen that the issue of teaching resources and learning environment is an important factor affecting the reform of applied talents and cooperative learning teaching. Only by effectively solving this problem can its impact be reduced and teaching effectiveness be improved.

4. Exploration of teaching reform measures for applied talent cultivation and cooperative learning

The cultivation of applied talents is an important goal of modern education, and cooperative learning is also an effective way to cultivate applied talents. In response to these issues, many educational institutions have begun to reform and incorporate the cultivation of applied talents and cooperative learning teaching into their educational reform plans. In this article, measures for the reform of applied talent cultivation and cooperative learning teaching will be explained from four aspects: teacher training, curriculum design, teaching methods, and evaluation methods.

4.1. Teacher training

For the cultivation of applied talents and the teaching reform of cooperative learning courses, teachers are one of the key factors. Therefore, when cultivating applied talents and implementing cooperative learning courses, teacher training is particularly important. Teachers should have a deep understanding of the theoretical foundation of applied talent cultivation and cooperative learning, and understand how to apply these theories in the classroom. It is necessary to master some basic skills. For example, how to cultivate students' autonomous learning ability, how to organize classroom activities, and how to encourage students to engage in group cooperation. Secondly, teachers should learn how to promote cooperation among students, including how to organize group cooperation and how to guide student cooperation. The training should include the methods and techniques of cooperative learning, and how to use these techniques to stimulate students' active participation and enthusiasm. At the same time, it is also necessary to understand the evaluation methods of applied talent cultivation and cooperative learning, in order to better evaluate students' learning outcomes. The evaluation of students should focus on the achievement of course objectives, as well as the skills and knowledge they acquire during the learning process.

4.2. Course Design

Course design is the core of applied talent cultivation and cooperative learning, a process that teachers and students need to jointly invest in, and should be built based on the concept of meeting students' actual needs.

Teachers should pay attention to the knowledge and skills that students need to master and master proficiently when designing courses. Therefore, the goal of cultivating applied talents should be considered, especially how students apply what they have learned to practice. At the same time, the course should focus on cultivating students' autonomous learning ability, which can be achieved by providing students with self-learning resources and guiding them to carry out research-based learning.

Moreover, it is possible to introduce group cooperation in course design, which can enhance students' cooperative and interactive abilities. Group cooperation can promote the sharing and exchange of knowledge and skills, thereby promoting understanding and learning. In addition, group collaboration can help students establish important qualities such as teamwork and leadership.

4.3. Innovation of teaching methods

Teaching method is one of the most critical parts of application-oriented talent training and cooperative learning. Innovative teaching methods and strategies can effectively improve students' abilities and skills.

As one of a very effective teaching method, cooperative learning is a way to guide students to think and explore the teaching method of problem. This method can stimulate students' initiative and autonomy in learning and guide students' creative thinking and exploration. By providing opportunities for students to use their creativity and imagination, teachers can help students learn new skills and knowledge.

Secondly, teachers can adopt a variety of teaching methods and measures according to the characteristics of students and teaching content, and need to apply them flexibly. With the progress of science and technology and the development of society, teachers' teaching methods should keep pace with the times, match with students' cognition, conform to students' learning characteristics, and achieve the cultivation goal of improving students' application ability in professional fields and problem-solving thinking ability.

4.4. Teaching evaluation

Evaluation is an important link in the cultivation of applied talents and cooperative learning. Assessing students' achievements, skills, and knowledge can help teachers and students understand what knowledge and skills they have already mastered, and help them further improve their learning outcomes. The following are the relevant evaluation methods:

(1)Use multiple evaluation methods: Evaluation methods can include various forms such as exams, classroom assignments, and group collaboration projects. Students' performance should receive feedback through multiple evaluation methods, taking into account their performance in different evaluation methods. Evaluation should focus on evaluating students' knowledge and skills, as well as their practical application abilities.

(2)Focus on practical problems: Evaluation should focus on whether students are able to apply the knowledge and skills they have learned in practical problems. This can be achieved by considering whether they can solve practical problems or successfully implement group collaboration projects. The evaluation process should focus on close integration with practical issues.

(3)Provide timely feedback: The evaluation process should provide timely feedback to enable students to understand the knowledge and skills they have already mastered, as well as the areas they need to improve. Timely feedback can help students adjust learning strategies and improve learning outcomes.

5. Conclusion

In summary, in order to further achieve the goal of cultivating application-oriented undergraduate talents, teachers should pay attention to the improvement of individual teaching quality and level in the teaching process. On this basis, teachers should design teaching programs through innovative teaching methods and establish corresponding evaluation system. In addition, by introducing the comprehensive concept and optimizing the teaching content and process, we can achieve the goal of application-oriented talent training and cooperative learning teaching reform, and further promote the development pace of college talent training.

Acknowledgement

Achievements of the 2021 Higher Education Teaching Reform Research Project of the National Ethnic Affairs Commission (Project No. 21096).

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