

Research on the Reform and Practice of Secretarial Teaching Work based on the Training of Applied Talents

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Abstract: With the development in recent years, China has made great progress in the practical experience of training applied talents. Nowadays, “training of applied talents” has become the main direction of professional reform in applied universities. In the transformation and development of the whole existing schools, the method of implementing the reform has become the key point to solve the current transformation of the direction of secretarial application. In this paper, the documentary, analytical and comparative methods are used, based on the comparative approach of university secretaries and the comprehensive approach based on personnel training. A practical study of the reform of professional teaching work. And this is used to make some recommendations on how to improve the teaching level and optimize the teaching model.

Keywords: Applied personnel; Secretarial teaching; Curriculum reform

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1 Introduction

In recent years, as the economy continues to grow, the need for applied talent in various industries has become more pressing. Among them, the demand for the secretarial profession has further expanded due to its widespread presence in various companies. At present, 136 colleges and universities such as Capital Normal University, Hebei Agricultural University, Baoding College, Tangshan Normal College, etc. have opened secretarial courses. Owing to the traditional teaching methods of emphasizing theory and neglecting practice

in universities, the talents trained in schools cannot meet the actual demands of the market. Therefore the content of the teaching needs to be up to date^[1].

2 Problems with the curriculum

2.1 The curriculum of secretarial studies is unreasonable

When secretarial courses are offered in some universities, they are usually offered in Chinese departments, journalism departments or public classes, with no specific secretarial major. Some universities use it as an elective course in secretarial science, which motivates students who study secretarial science, and the teaching effect is not satisfactory, and some secretarial staff have been replaced by teachers from other fields.

2.2 Teachers lack educational experience and students' practical skills

Since secretarial science requires a high level of practical skills from students, teachers must instruct by combining experience with educational materials to students. However, in teaching secretarial science in some universities, teachers lack educational experience and practical skills, thus neglecting students' Practical education. Students have learned some theoretical knowledge, but their practical skills are relatively weak and do not quickly integrate them into their work^[2].

2.3 The contents of textbooks are relatively backward and cannot meet the current requirements of teaching

Secretarial training textbooks must be effectively

combined with the actual needs of the times and society, advancing with the times. At present, the university secretarial profession is mainly in accordance with the requirements of party and government organs on the teaching of the secretarial profession, but there is no unified textbook, but the enterprise and government departments need people with a combination of skills. The content of previous training can no longer meet current training needs.

2.4 Inconsistency between secretarial theory and social practice

As China's economy continues to develop, enterprises require secretaries to have systematic theoretical knowledge, professional knowledge and professional standards. Be able to apply the principles of international business and apply their knowledge and skills comprehensively to practical work. Therefore, there is a need to continually enhance practical education in the secretarial program, incorporating case studies and effectively integrating theory and practice to better To develop students' practical skills.

3 Curriculum reform measures

3.1 Deep optimization of traditional teaching models

(1) Strengthen professional training of teachers. In order to ensure the effectiveness of learning for the recipients, it is first necessary to improve the professional qualifications of teachers. Accordingly, institutions of higher learning should promote teachers' participation in secretarial studies and qualification examinations and actively provide them with opportunities to attend the "National Conference on Teaching and Teaching Materials Development of the Secretariat". This will improve the knowledge of the faculty and encourage them to actively participate in academic discussions related to teaching. Finally, by inviting experienced secretarial staff to speak on campus, the latest requirements of the secretarial profession can be fed back to the students and teachers of secretarial profession, thus promoting the development of the secretarial career, and can also prompt teachers to change their teaching strategies. Fully develop students' practical skills^[3].

(2) Optimization of teaching materials. As society's requirements for the secretarial profession are constantly updated, the teaching materials for

secretarial studies must also keep pace with the times in order to better cultivate the secretariat's Professional quality. As one of the main knowledge related to social reality, secretarial science must meet the needs of the times, and the relevant departments should be based on the domestic and international Research results of secretarial research, update the content of teaching materials, effectively improve the practicality of teaching activities, and cultivate more useful talents.

(3) Improve the quality of classroom teaching. The classroom is the main way for students to receive knowledge, and teachers should constantly enrich the teaching methods in the classroom. If the teacher only lectures according to the content of the textbook, it will be difficult to arouse students' interest in learning and to achieve the expected teaching effect. Therefore, teachers must study the content of the teaching process to attract students' interest and use diverse teaching methods, such as short speech and so on, in order to effectively improve the effectiveness of classroom teaching. And then in actual teaching, teachers can combine the teaching of corresponding cases. In the case selection, interesting examples can be chosen to attract students' interest in learning. Teachers and students can also enhance teaching through interaction. Through role-playing, students can understand the corresponding knowledge points more easily, thus promoting a better understanding of what they have learned. Finally, teachers can also obtain all kinds of information through the Internet so that students can understand the current demand for talents in society and thus better carry out the Corresponding learning.

(4) Promote the integration of theory and practical teaching. The implementation of the new curriculum reform has made universities realize the importance of cultivating students' overall ability. Therefore, in the process of teaching university secretaries, it is necessary to continuously combine theoretical knowledge with practical knowledge in order to better cultivate students' The general skills. Through effective hands-on practice of extracurricular courses, students can learn more information about the corresponding knowledge points. At the same time, in practice, it is necessary to continuously develop students' innovative thinking and abilities to better promote their overall development. In the teaching process, teachers should not only actively participate in case studies, but also combine practical situations to enhance students' learning interests and corresponding Skills. To improve

students' understanding of knowledge and teaching effectiveness^[4].

3.2 Reform of teaching methods

(1) Heuristic theory. The teaching method explores a "responsive" heuristic theory in teacher research and theoretical teaching methods of teaching reform. For example, in teaching the conceptual content of secretarial science and secretarial practice, the method of "conceptual analysis" is used to help students understand the concepts; The "active questioning" method is used to guide students' thinking and participation before teaching technical content, realizing the innovation of "student-oriented teacher", adopting heuristic approach to teaching, and focusing on developing students who think scientifically and creatively, while stimulating their enthusiasm for learning.

(2) Case teaching method. The case method is a method in which students and teachers discuss cases or problems directly. There are two main centers of responsibility in this method of teaching. Firstly, the teacher has the responsibility to select the necessary teaching material; secondly, the student has the responsibility to apply the relevant theoretical knowledge in the case and to give reasonable answer. The case study method provides a training ground for developing and nurturing students' decision making skills and comprehensive skills.

(3) Interactive teaching method. In order to improve the efficiency of the classroom, interactive teaching should be used as much as possible. Interaction includes teacher-student interaction and student interaction. For example, the teacher asks students to answer or allows them to discuss questions with each other, thereby increasing students' initiative and motivation to learn.

(4) Combination of classroom and online instruction. In order for students to better learn this course, the traditional system of teaching knowledge should be broken, knowledge points should be dispersed, and MOOCs should be reconstructed instructional content, which makes classroom and online instruction organic and can help students better understand relevant knowledge points, increase interest in and effectiveness of learning.

3.3 Curriculum assessment reform

In the context of the new era, it is necessary to reform the traditional assessment methods in order to produce

highly qualified and applied human resources. The course assessment marks consist of ordinary marks (30%) and essay marks (70%). Based on teaching practices, the course team divides the total marks into three parts: ordinary marks, assignment marks and test marks. The medium score is 20% and includes attendance, attitude and class participation. Homework scores were 20%, which included completion of chapter homework and lab exercises, and final test scores were 60% percent. Appropriately reduce the percentage of examination marks in course assessment so that students are assessed only through the final examination. Encourage students to focus more on laboratory practice to improve their ability to apply theoretical knowledge to engineering practice and to further improve Teaching Effectiveness.

3.4 Building a new "theory + practice" teaching model

In practical training experiments, attention should be paid to student participation in the content of the course so that practical and technical training covers the entire learning process. Students are also encouraged to better apply classroom theory to real life situations. The grade rate can be adjusted based on the percentage of actual class time, which can motivate and encourage students to participate in practical education.

(1) Establishment of a vocational education platform. In order to present the professional situation, professional quality training courses, professional training, comprehensive training and other training modules have been established. By presenting the professional situation, students can translate knowledge, skills, experience and other skill elements into specific practical skills. Off-campus practice sites are directly related to the quality of practical education and are important for the development of students' practical skills. By establishing collaborative training practice bases with off-campus organizations, students can obtain grassroots placements from government agencies and local businesses^[5]

(2) Establishment of an innovation and entrepreneurship platform. With this platform, courses such as innovation and entrepreneurship conferences and vocational skills conferences are organized for students to encourage them to participate in the Professional skills examinations such as the Vocational Skills Certificate Examination. The second is a seminar on vocational skills competitions, innovation and entrepreneurship. On-site interviews and exchange of experiences

are conducted to stimulate students' innovation and entrepreneurship. The knowledge and skills learned in the classroom are applied to practice, social research and work.

4 Conclusion

The teaching work of university secretaries has received much attention in recent years, but its depth, breadth and prevalence are not enough. Colleges and universities should pay more attention to the training of teaching secretaries, create a good external environment for the construction of teaching secretaries, and establish a team of efficient and high-quality and its due role in stabilizing teaching. Standardize the teaching order, deepen teaching reform and improve the quality of teaching. Improve quality of service, serve teachers and students, and promote the overall development of

the school.

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