

# The Construction and Implementation of "Big Classroom" System Based on Multi-ability Enhancement

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**Abstract:** According to the survey of the employment status of Chinese college students and the results of the parents' questionnaire, the lack of comprehensive ability and practical experience among college graduates has become the most worrying problem for the society and students. However, the traditional education mode pays too much attention to the first class, or separates the first class from the second and third classes, emphasizing their respective independent roles and reducing the comprehensive effect of the three classes. Therefore, it is of great practical significance to explore how to improve students' practical ability, comprehensive ability and innovative spirit through the integration of classroom system.

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## 1 The connotation of "big classroom" system

The "big classroom" system refers to the three-dimensional network of the first, the second and the third classrooms. Its main features are student-centered, the combination of in-class and out-of-class, the combination of science and humanities, and the combination of teaching and practice. It is a layered training system, in three classes in stages to promote the foundation of ramming, skills training, ability to exercise. The first classroom refers to the theoretical and experimental teaching activities organized by school teachers according to the requirements of

teaching plan and teaching syllabus. The second classroom refers to organizing students' practical training, scientific research activities, academic reports, subject competitions and independent experiments in the school. The third classroom refers to the planned in-and out-of-school educational activities such as professional practice and social practice.

## 2 The implementation of the "big classroom" system

### 2.1 Form a "big classroom" system with three classes to support the realization of the training plan

We should make the teaching plan according to the idea of "big classroom", and make three classes run through the course system and the course teaching link. The first class focuses on systematic knowledge imparting, which is the main position of teaching and the main channel of quality-oriented education. The second and third classes focus on developing students' ability and personality. They are the continuation and improvement of the first class and constitute a complete curriculum system together. The idea of "big class" should be emphasized in the setting of credits and the examination of courses. It is not only necessary to create practical credits, but also to form students' final credits through the comprehensive examination of the three classes.

### 2.2 Build a platform to realize the system of "big classroom"

In the specific teaching process, we set different levels of teaching content according to the level of teaching from the lower grade to the higher

grade, and make it coherent, step by step, reflect the continuity of teaching content, integrity. The first class divides the theory teaching into four levels: public basic course, economic general course, professional module course and optional course. The second and third classes carry out three steps, from the basic level--comprehensive level --improve the level, in order to achieve the improvement of hands on ability --- practical ability---competitive ability. Hands-on ability is realized through autonomous experiments, curriculum design and other activities; Practical ability on the basis of hands-on ability, through professional internship, graduation thesis (design) and other activities to achieve; Competitive ability is the sublimation on the basis of students' sufficient practical ability and professional ability. It can be realized and improved through various social activities and competition activities, which reflects the comprehensive quality of students. Specific methods:

### **2.2.1 Promoting the innovation of the Organization of teaching contents**

The Organization of the teaching content shows three characteristics: theoretical, practical and practical, and combines the compilation of teaching materials, classroom teaching content and practice closely to highlight the purpose of the course teaching, to stimulate students'initiative and creativity in learning, expand the depth and breadth of learning, and cultivate students'practical ability and application ability of knowledge and skills.

### **2.2.2 Realizing the diversity reform of teaching methods**

We need to change the original single model and form a variety of teaching methods complement each other system characteristics. Pay attention to timeliness and interactivity in classroom teaching, and highlight the pioneering nature of inspiration and guidance. At present, the college has established a series of teaching resources, such as the independent learning system for international trade courses, the interactive teaching platform for statistics, the resource sharing system for finance and finance network, etc., to encourage students to choose to study according to their own circumstances.

### **2.2.3 Building A multi-level competition platform**

Schools may adopt school-enterprise cooperation

and other modes to launch competitions each year to cultivate students' practical and innovative abilities; According to the characteristics of each major, the school shall organize the annual discipline and major competitions by itself and encourage students to participate in various off-campus competitions.

### **2.2.4 Establishing the regular mechanism of extracurricular activities in school**

Schools should rely on own research institutions, integrating existing students the assembly activities team, to create students' practice activity center, promote competition studio, studio consists of employment, innovation project studio, studio studio, social investigation, scientific research training for students to participate in the innovation platform structures, show individual character and exercise ability, causes the student to further master professional skills and basic methods, learn to collect, process information and to analyze and solve practical problems, in terms of team cooperation spirit, innovation ability get exercise and improve, develop the students' scientific spirit and humanistic spirit and creative thinking.

We should regularly hold academic reports on various subjects to broaden our vision, track the frontier, and cultivate our academic character and enterprising spirit. Establish the positive interaction between subject research and teaching; We will introduce the most cutting-edge professional theories and the latest scientific research results to the students by employing well-known experts and teachers from outside the school, so as to further deepen the theoretical knowledge we have learned and broaden the horizon of economics.

### **2.2.5 Establishing multi-channel off-campus practice platform**

In the second year of undergraduate students, combined with professional characteristics, social hot, to carry out social investigation, "three rural" as the main form of off-campus social practice. Focusing on professional and technical services such as professional investigation, industrial cognitive practice and market data analysis, so that students can find problems in practice and use their theoretical knowledge to put forward solutions and ideas, to further digest, Supplement and consolidate the professional theoretical knowledge, so that students can improve their ability to solve practical problems

in practice, to achieve the organic combination of theory and practice.

Undergraduate students in the third and fourth grades to graduate practice, post-exercise as the main form of social practice. In particular, in view of the actual situation that the senior students will soon face in employment, the contents, forms and types of practice are carefully designed, and the combination of professional study, social investigation and research, employment selection, and innovation and entrepreneurship is adopted, give classification guidance according to the situation. In particular, it is necessary to make full use of social resources to establish a series of practice bases and social practice bases to provide good conditions for students to practice.

### **2.3 Effectively implementing the guarantee and incentive system of the "big classroom" system**

The school shall set up a professional steering committee outside the school, composed of famous experts and scholars in the industry, managers of enterprises, companies and banks, and heads of relevant government departments, to provide comprehensive and multi-level guidance, ensure that the "big classroom" Implementation Direction, the effectiveness of the method and the maximum contribution to market demand.

Schools should plan, design and build multi-specialty comprehensive ability development experimental center. Students can complete all kinds of extracurricular practical experiments free of charge, which provides basic conditions for the second class.

The college should establish the operational

management mode of "Faculty Organization, Teacher Guidance and student self-management". The college coordinates the second and third classroom activities in a unified way, provides full-time and part-time leaders and teachers to take charge of the work, and relies on the college students' association, under the guidance of teachers, implements the students' self-management. At the same time, the selection of outstanding students to assist teachers, give full play to the role of senior and technical backbone students to help the younger students.

In order to encourage the active participation of students, the college may implement a variety of incentive mechanisms, such as: providing innovative credits for students who take part in activities and achieve certain results; and recognizing and rewarding students who are awarded competitive level prizes in related disciplines, in the evaluation of scholarships, sponsored graduate students, sponsored study abroad in the extra points, in employment preferred to the employer recommended.

To sum up, by establishing the "big classroom" system with the organic combination of the first, second and third classrooms, we can not only avoid the separation of theory and teaching and the separation of the three classrooms, but also improve the efficiency and efficiency of education and teaching. Moreover, by drawing up a "big classroom" teaching plan based on the idea of three-classroom combination, which integrates the contents of the second and third classrooms, we can form a basic level-a comprehensive level-a progressive level of improvement, to achieve practical ability-practical ability-competitiveness of the promotion.