



ON THE CURRICULUMS OF BUILDING ENVIRONMENT AND ENERGY ENGINEERING UNDER GRADUATE

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ABSTRACT

Course is the basic way to realize training target, is the social development to a certain stage of knowledge, ability system, quality system and value system of comprehensive carrier. Applied talents training goal is the production, construction, management and service line of practical talents, in the course should fully reflect on the basis of relevant knowledge, with core competence as the goal, to the cultivation of professional quality as the main line. On the quality of specialized course will highlight the "social standard" and the value orientation of "talent". Curriculum refers to schools teaching course, course and the structure of the relationship between subject in credits and the distribution of the proportion of school. The curriculum research process is mainly making process scheme and course plan. Institute of the main teaching file is the teaching plan and teaching plan.

Keywords: Practical Ability; Application Building Environment And Energy; Curriculum Setting.

Introduction

Students' practical ability is an important way to improve the innovation abilities of college students, is the basis of cultivation of college students' scientific research ability, is also an important factor restricting the development of higher education Organization instructing students to participate in social practice for strengthening education in schools associated with the social reality to enhance the all-round development of students' practical ability and sustainable development are very important. On fostering students' abilities must therefore attach importance to practice, take effective measures, action, and do the work of cultivating the practice ability. The curriculum exists two big mistakes, it is to open in less than of course, 2 it is to use of course but I did not open. The two big mistake for cultivating applied talents as the goal of vocational education is very deadly.

In April 2014, in Zhumadian city 178 universities reached consensus, further parts to transformation of applied technology university undergraduate course colleges and universities. In June 2014, the state council issued the decision "about speed up the development of modern vocational education, put forward" lead a group of ordinary undergraduate course colleges and universities to application type transformation of colleges and universities, and focus on hold undergraduate professional education ". Local undergraduate colleges and universities in China for a long time, however, is on the implementation of general education, the curriculum follows the principle of "course standard", this kind of curriculum in normal university is knowledge storage, knowledge transfer is the most economic, simplest universal curriculum structure, but it is not appropriate in the vocational education. Vocational education professional determines its curriculum should be career oriented, with professional ability as the center. In addition to that, at present, our country's higher vocational education curriculum is not reasonable, need not open, don't need the course and not eliminated in time, lead to curriculum and career, employment contact closely, course lack of practicality. Therefore, for higher vocational college and the

university of technology transformation to the application of local undergraduate colleges and universities, how to make curriculum reform could not avoid problems.

Materials and Methods:

With modular which means around students' ability cultivation of higher quality and application, teaching objectives, curriculum, course content, teaching organizational design and other aspects of teaching content through training all the time. Its significance is mainly manifested in the following two aspects.

- a) Make the cognitive target and operation can better synchronous implementation of modular organization with course teaching, can module within the knowledge of theory and practice, on the basis of people's cognitive style and reasonable integration of the process of information processing, make a module of knowledge including cognitive and operation goal.
- b) improve the organization efficiency of curriculum content, the teaching content based on the requirement of the application ability on the basis of building blocks, change the former teaching content in a linear structure of the organization, will be closely related to each other or are part of the logical relationship together to form a learning module, students can choose according to need corresponding module, so that more conducive to improve learning interest and improve students' comprehensive ability and develop students' personal ability.

Results:

In terms of micro modular, first to specialized courses in our school curriculum design for the pilot, a preliminary attempt to apply building environment and energy engineering specialized course content modular. Course curriculum design process and usually have different assignments. First of all, the teaching of the course is designed to specialized courses comprehensive

and practical strong teaching link, is the integrated use of the theory knowledge training.

Second, curriculum design is simulated, the course requires students themselves in the design of scheme, selection system, preferential selected from the ideal scheme and reasonable design, no ready-made sample can simple imitation.

Again, curriculum design with integrity, causal links, before and after the front error cause the overall error, and cannot be like homework a large topic is divided into a number of questions and dispersed. So the course is designed to cultivate and improve students' ability to work independently, the integrated use of the beneficial practice of theoretical knowledge, is also causes the student to observe the complexity of engineering practical problems first try. Through the curriculum design, basic specialized knowledge and professional knowledge can be further practice and consolidate, improve professional technical ability.

Our difficulty level modular approach is to first of all, the content of the curriculum design can be divided into different difficulty level, the difficulty level corresponds to a different degree of difficulty. Basis for learning good students, asking them to choose the difficulty coefficient is larger topic selection module. The topic selection module requires students in more than one scheme comparison, in the process of engineering system scheme, learn to find information, application of engineering practice, theory with practice, so as to deepen the understanding of knowledge and the integrated use of; Basis for poor students, to prevent a hindrance occurs, allowing them to choose the difficulty coefficient of smaller topic selection module, familiar with the whole process of curriculum design, first to check leakage fill a vacancy, the basic knowledge step by step and finally complete the course design.

Discussion:

1. Through this professional job market research, access to basic this professional student demand information, labor market segment, and adjust the personnel training goal and direction, in order to cultivating talents for the professional can meet the needs of economic and social development of the

teaching goal, the practical teaching and employment of different rail solution.

2. Through this professional course content modular, instead of the previous unit teaching brings disadvantages, joint students' cognitive process, improve the students' interest in learning, and improve the teaching effect.

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