

Research on the Basic Methods of Teaching Quality Management in Colleges and Universities

Zhiqiang Xu

Department of Physics and Technology

Kunming University

Kunming 650214, China

Abstract—The quality of teaching in colleges and universities is a teaching activity that is consciously organized and implemented by universities, including courses, experiments, training, homework, and thesis defense. The connotation of teaching quality is multifaceted, which related to moral, intellectual, physical, and aesthetic. The measurement standard of teaching quality is relative and the requirements of different social subjects are different. So are home wishes, special interests of local governments, special skills requirements of the industry, and special preferences of students. Different positioning of different types of colleges and universities will lead to different requirements for quality. The quality of the product is ultimately reflected in the products of the teaching activities - the increase in student knowledge, the improvement of skills and the improvement of attitude quality. The main factors that determine the quality of teaching are: the organizer's educational philosophy, teaching mode and curriculum, teaching system, funding, faculty, teaching conditions and facilities, as well as specific management mechanisms. They support each other and restrict each other, which determine the teaching quality.

Keywords—teaching quality; reputation management; application ability

I. INTRODUCTION

The highest goal of educating people in higher education is to cultivate those who have passion and a new spirit. From the perspective of social needs, all those who can meet the social requirements are qualified; from the characteristics of running a university, they have different strengths in the orientation of and the focus of running universities. The characteristics are their quality; from the view of the university development, if the university has a good foundation, a development vision and talent standards to keep pace with the times, it is qualified; different universities have different pursuit goals, and do not take "first-class" or "excellence" as the only quality standard. [1] The quality of teaching can be reflected in the various teaching environments, but it depends on the student's situation ultimately. There are a lot of similarities among universities, which is manifested in the aspects of major setting and university-running methods. Resources are reused and wasteful. Although there are repetitions to compete, the characteristics created by diversity can meet the diverse needs of society. In terms of development, while affirming that colleges and universities have the spirit of development and enterprising, it should also be seen that there is an aspect of rushing to seek success and yielding to the market and lowering standards. The

expansion of competition has resulted in insufficient student resources and tight funding, which in turn has affected the quality of teaching and sustained and stable development. Nowadays, the popularization of education and the service of education for social development have long been deeply rooted in the hearts of the people. The marketization of education to a certain extent has made the university face the pressure of self-income and support itself. [2] While satisfying the people's desire to accept higher education and adapting to the needs of specialized talents for economic and social development, society often brings new problems. For example, the quality-based enrollment policy is affected, the teacher-student ratio is reduced, and zero-distance teaching is no longer possible. These characteristics reflect the current state of teaching quality in many ways, but they have their own limitations. [3]

II. CREATE A TEACHING QUALITY BRAND EFFECT

The reputation of the school is the recognition of the university. It condenses the spirit of the university, the behavior of the university, feelings, impressions and cognitions. It is an intangible asset, which is of great significance for running universities and even higher education. There are many influencing factors, such as the merger and reorganization of colleges and universities, the replacement of names, relocation, media promotion, etc. But these can be attributed to external factors, and the internal factors of the university itself are more important. The quality of teaching is an important internal reputation factor. The reputation of the school spreads through the students and their graduation employment rate and work ability. The quality of teaching forms a brand effect, which affects the next enrollment, recruitment, financing, rating, etc. In short, it will have comprehensive consequences. Therefore, reputation management plays an important role in establishing, maintaining and improving the trust relationship with the public and promoting the development of the university. Establishing a reputational concept, operating a reputation system, proper crisis management skills, and reputational investment can improve reputation management. However this article only emphasizes the importance of improving the quality of teaching because it is the foundation and core of university reputation. Establishing a reputational concept means to emphasize the understanding of the need for reputation management. It is conducive to the sustainable development of colleges and universities in funds, donation, employment, tuition, students and teachers. But it will be implemented to the quality of teaching after all; the reputation

system can truly be implemented by establishing a reward and punishment mechanism for the reputation of profit and loss, but it must also rely on a high level of teaching quality. A university's reputation depends on its usual quality reputation, reputational investment, that is, to improve the relationship with the media, government, the public, and internal faculty and students by investing in funds, etc. which will definitely bring comprehensive benefits to the development of the university. However, teaching quality matters. The quality of teaching is closely related to the reputation of the university. From the non-competition under the old system to the quantitative competition after the reform and opening up, then to the reputation competition, the level of competition gradually deepens. What do universities rely on for the reputation? The most close to students is the teaching activities of teachers. The essence of universities is to cultivate talents. Only the quality of teaching can improve the quality of talents. Therefore, the quality of teaching is the foundation of reputation. [4]

The evaluation of the teaching of college teachers is not linked to the test scores. Other soft teaching effect indicators such as student ability can not be examined separately from teachers, which makes teachers easily indifferent to the teaching effect. Besides, the test is equal to the quality inspection of the producer's own products. The persuasive power is weak. The control of the teaching effect is a kind of production output. If the producer is not responsible for the product, of course, he will not care about the production process. If colleges are more autonomy in terms of professional settings, enrollment, allowing colleges take charge of student employment will increase the concern of teachers for their products and consumers of educational services. The evaluation of teaching effect should be a summary of the whole teaching process. While only the final grades of students' in most of the traditional evaluations. The proportion of process grades is low, and the emphasis is on attendance and daily homework. In fact, the quality of teaching means that the quality of students is more from the classroom activity participation, in the interactive discussion between students and teachers or students. The students will continue to feel new knowledge and grasp the basic knowledge more accurately and clearly. The teaching content is the most important part of the whole teaching, which is the basis of other aspects. It is obviously more important than how to teach and what to teach. Teaching attitude is the guarantee, teaching methods and teaching methods can make the teaching content deeply rooted in the heart of the people. The teaching effect is the final evaluation. They influence each other, restrict each other and complete the teaching process together, embodying the concept of teaching quality.

III. HIGHLIGHT THE ABILITY TO USE PROFESSIONAL KNOWLEDGE

The evaluation of effective teaching should pay attention to the cultivation of professional knowledge. What should be pursued in university teaching and what kind of effect to achieve are the fundamental problems of teaching well. At present, the cultivation of abilities is paid special attention to. Ability is a very broad concept, including learning ability,

innovation ability, social ability, ability to apply professional knowledge, and so on. [5] The teaching process is regarded as the process of information processing and cognitive structure re-construction in which teachers and students participate together, and the training of learning skills is strengthened so that students can have an in-depth process of what they have learned and become active information processors with strong learning ability, high learning efficiency and good academic performance, which makes them the main body of knowledge construction, and the teachers are positioned as important participants and leaders in the teaching process. It has outstanding practicality and needs emphasizing the ability to use professional knowledge. This kind of application ability includes the management ability of professional knowledge, market management ability, innovation ability, etc. If there is no such ability, social ability, innovation ability and learning ability are the castles in the air and will lose their support.[7] Knowledgeable people and those who can use knowledge, are the most popular people in social interaction. [6] Teaching should first be intellectual. The core is to introduce the natural law or the law of social development to the students. Only when they know the knowledge well can they use it freely. In order to promote the development of students' good cognitive structure, teachers must analyze the teaching materials comprehensively and deeply, clarify the basic concepts, basic principles and their interrelationships contained in the discipline itself then guide students to deepen their understanding and evaluation of the structure of the textbook. In the process of teaching students' textbook structure, teachers should pay attention to the new oppositeness of teaching itself in order to stimulate students' curiosity and competence. [7]

IV. ADOPT EFFECTIVE TEACHING METHODS

Pay attention to students' performance that is, whether students listen to the teacher carefully and react positively; whether teachers and students interact with each other. In fact, if teachers do not have solid professional knowledge, it is difficult to control teaching, so it is an important assessment indicator. Teaching methods help students learn effectively. In the traditional teaching mode, the only activity for the students is just listening to the teacher, where students are in a passive and subordinate position, and students rarely ask questions in class. It is in stark contrast with participatory teaching, which is a harmonious and enthusiastic teaching atmosphere for all teachers and students. Different levels of students have opportunities to participate and develop Teachers and students in the classroom share teaching in different forms. They either speak or listen. Some state their own opinions, some feedback their views on others' opinions, some talk about knowledge, others put forward their doubts, which belongs to a cooperative teaching approach. This method is learner-centered, but it must be led by a teacher. It enables learners to gain a deeper understanding of what they have learned and apply this knowledge to practice. College teaching should use inculcation, participatory, interactive, research, discussion, case, performance, contact and other teaching methods to encourage students to express their opinions based on the learner's learning quality. The answer to the problem should be found in the debate. Through a variety of teaching methods, teachers create opportunities for students to combine learning and

exploration, which is very conducive to the development of students' learning ability and innovative spirit.

V. CONCLUSION

There are many reasons for the decline in the quality of teaching in colleges and universities, which have been discussing in the theoretical circles. But it has been found that all teaching processes are essentially contractual relationships between teachers and students. The quality of teaching is the ultimate embodiment of the efficiency of this contractual relationship. All teaching process is performed and completed by the teacher. Therefore, the management of the teaching must ultimately be implemented to the individual teacher. The efforts of teachers in the teaching process become the final reference for the design of all teaching management systems. The planning, command, coordination and control of the teaching process are essentially the management of the teachers of the main participants of teaching. The key to the improvement of teaching quality lies in teachers. The teaching activities are characterized by the moral knowledge and ability of the teachers that is, the various teaching information possessed by the teacher, includes the teacher's professional knowledge, teaching attitude, teaching methods, teaching methods, syllabus and the assessment students. In this system,

the quality of teaching has declined due to improper use of information asymmetry between teachers and students. Of course, in any case, the information of teachers and students is impossible to be symmetrical. The teaching information of teachers' is higher than that of students, which is the premise of teaching.

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