

A Study on the Teaching Supervision Work of Local Applied Ordinary Colleges and Universities

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ABSTRACT

With the changes in the quantity and structure of talent demand in China's economic and social development, local applied ordinary colleges and universities are playing an increasingly important role in talent cultivation and output. The quality and level of their education and teaching work are directly related to the quality and level of talent cultivation. Based on this, it is necessary to attach great importance to its education and teaching work, especially to strengthen the construction of teaching supervision teams, continuously establish and improve the mechanism of teaching supervision work, fully play the role of teaching supervision in guiding, supervising, and guiding education and teaching practice, and effectively improve the level of school education and teaching and the quality of talent cultivation.

Keywords: Local places, Applied type, Ordinary colleges and universities, Supervision, Work.

1. INTRODUCTION

With the development of China's economy and society, higher requirements have been put forward for the quality and level of talent cultivation in higher education institutions, especially in local applied ordinary colleges and universities. These require local application-oriented ordinary colleges and universities to be guided by the actual needs of serving the national economic and social development, to continuously consolidate the foundation of education and teaching work, especially focus on strengthening the construction of teaching supervision teams, and to ensure the development of school education and teaching work and the improvement of talent cultivation quality.

2. OPPORTUNITIES AND CHALLENGES FACED BY LOCAL APPLIED COLLEGES AND UNIVERSITIES

Since the reform and opening up, especially since the 18th National Congress of the Communist Party of China, on the basis of building a moderately prosperous society in all respects, under the guidance of embarking on a new journey of

building a socialist modernized country in all respects and achieving the great rejuvenation goal of the Chinese nation, and under the continuous and active promotion of the strategy of revitalizing the country through science and education, strengthening the country through talent, and innovation driven strategies, China's higher education development has entered a fast lane. As of now, China has built the world's largest higher education system. Both in terms of the quantity and quality of talent cultivation, significant progress has been made that has caught the attention of the world, making great contributions to China's creation of two major miracles: long-term rapid economic development and long-term social stability. At the same time, people must clearly see that, "With the economic development entering the New Normal, the relationship between talent supply and demand has undergone profound changes. Facing the profound adjustment of economic structure, the acceleration of industrial upgrading, and the continuous promotion of social and cultural construction, especially the implementation of the innovation driven development strategy, the structural contradiction of higher education has become more prominent, the tendency of homogenization is serious, the difficulty of graduates' employment and the low quality of

employment have not been effectively alleviated, the mechanism for cultivating applied, compound, and innovative talents in the production and service frontline has not yet been fully established, and the structure and quality of talent cultivation are not yet suitable for the requirements of economic structure and industrial upgrading." [1] This poses a new situation for the development of higher education in China and puts forward new requirements for talent cultivation. In response to the changing demands of the situation, China has accelerated the comprehensive deepening reform of the higher education system, transforming a large number of local higher education institutions into applied ordinary colleges and universities. At the same time, this also brings unprecedented development opportunities and challenges to local colleges and universities that have transformed into applied colleges and universities. The specific opportunities faced are as follows: clearer positioning of education, more prominent characteristics of education, clearer orientation of talent cultivation goals, closer connections with local governments and enterprises, and more significant roles of think tanks and talent pools. The challenges that need to be addressed include: the adjustment of internal institutions and functions, the integration of existing disciplines and majors, the addition of new disciplines and majors, the restructuring of the teaching team, the layout of applied teaching fields, the introduction of experimental and training equipment, and so on. The school needs to optimize the allocation of people, finances, and resources. Moreover, with the continuous expansion of the enrollment scale of applied colleges and universities, some colleges and universities have experienced a decline in the quality of talent cultivation. Therefore, the Ministry of Education has proposed to "strengthen the supervision of university quality and professional quality construction, enhance teachers' teaching ability, and improve the satisfaction of students and society." [2] It can be said that it further focuses on the direction of applied colleges and universities.

3. THE PROBLEMS IN THE CURRENT TEACHING SUPERVISION WORK OF LOCAL APPLIED COLLEGES AND UNIVERSITIES

Overall, the establishment and work of the teaching supervision team in local applied ordinary colleges and universities have played a very

important role in promoting the improvement of the teaching ability of the school faculty and the quality of talent cultivation in the school. At the same time, it should be clearly seen that there is still great room for improvement and improvement in the construction and effectiveness of the teaching supervision team, which can be specifically manifested in the following aspects:

3.1 Part-time Issues in Teaching Supervision

Nowadays, the teaching supervision of most applied ordinary colleges and universities in most places is either composed of retired senior teachers, in-service teachers, or a combination of both. In summary, teaching supervision work is carried out by part-time personnel. Due to the involvement of other aspects of energy, it is difficult to fully exert oneself in terms of responsibility, time, and energy, which inevitably leads to a certain degree of discount in teaching supervision work, and thus affects the improvement of the teaching ability of school teachers and the quality of talent cultivation.

3.2 Non-professional Issues in Teaching Supervision

On the one hand, the vast majority of teaching supervisors in local applied ordinary colleges and universities are graduates from non-normal schools or majors. Apart from having relatively rich teaching experience, they don't have obvious advantage in the standardization of teaching. On the other hand, the teaching supervision of local applied ordinary colleges and universities faces a considerable diversity of disciplines and course categories in their work. The result of two reasons is that teaching supervision "lacks specificity in solving teaching supervision problems" [3], and can only provide suggestions and opinions on a certain subject of a certain teacher in a relatively general sense, making it difficult to achieve precise implementation. For teachers, it is also difficult to identify their real problems and make meaningful corrections.

3.3 Objective and Impartial Issues in Teaching Supervision and Evaluation

In a general sense, even if people strive to pursue objective results as much as possible, it is difficult to achieve pure objectivity, often with a certain degree of subjectivity consciously or unconsciously. From this perspective, although

there are many evaluation criteria for a teacher's teaching level, including teaching attitude, teaching content, teaching methods, teaching process, teaching effectiveness, etc., due to the limitations of teaching supervision in terms of profession, knowledge, ability, level, perspective, etc., it is difficult to make a fair evaluation of the teacher's teaching ability level to some extent. Thus "to a certain extent, it reduces the credibility and authority of supervision work" [4], and even affects the mobilization and exertion of teachers' work enthusiasm.

3.4 Supervising Issues in Teaching Supervision

In fact, the people who conduct teaching supervision (teaching supervisors) are also teachers, who must attend classes and be supervised during class. Admittedly, teaching supervisors are mostly experienced teachers and part-time teaching supervisors. Therefore, the supervision of teaching supervisors is now basically a blind spot. Unless they have applied for a certain project and the project requires a certain number of attendance records as material support, teaching supervisors are generally outside of being supervised. If teaching supervisors are more conscious and treat the teaching work they undertake with rigor and seriousness as always, then the problem is not significant. However, if teaching supervisors relax their demands on themselves and are not rigorous enough in their teaching work, it will seriously affect the exemplary role of the entire teaching supervision team.

3.5 Authority Issues in Teaching Supervision

As the saying goes, there is neither power without obligation nor obligation without power. Power and obligation should be complementary and indispensable, while not a single one can be omitted. In this sense, teaching supervision has no substantive power, and there are obligations of supervising teaching, supervising learning, and supervising management. In other words, for teaching supervision, power and obligation are disconnected. So, the direct result of this is that the rectification opinions or suggestions put forward by the teaching supervision to the teaching teachers lack authority and binding force, resulting in the teaching teachers can rectify the opinions or suggestions put forward by the teaching supervision according to their own willingness. Over time,

teaching supervision can only be pointless and without seeking a thorough understanding.

3.6 Learning Improvement Issues in Teaching Supervision

Although teaching supervision has rich teaching experience, high teaching ability and level, it definitely does not mean that one can remain complacent and stop moving forward. Especially in current era, the speed of knowledge iteration is faster, the scope is wider, and the scale is unprecedented. If one does not pay attention to learning and improving, it is easy to fall behind. Generally speaking, there are more senior teachers in the teaching supervision team, and their acceptance and application of new teaching concepts, teaching methods, teaching facilities, etc. are relatively slow compared to young people. Therefore, the platforms, methods, topics, and other aspects of dialogue and communication between new and old teachers need to be further integrated and focused. Otherwise, information asymmetry caused by age and cognitive differences is very likely, which will seriously affect communication effectiveness.

3.7 Problems Encountered by Teaching Supervision in Practical Teaching

Because the researchers are based on local applied ordinary colleges and universities, this determines that the talents cultivated by these types of colleges and universities should be applied talents, and the focus of service should be to serve the development of local economy and society. Of course, there are also some talents who go to higher levels and wider fields to showcase their talents, play a role, and create value. Since the researchers are focusing on cultivating applied talents, practical teaching for students during their school years must be elevated to a very important position, which requires schools to invest a large amount of manpower, material resources, and financial resources to support them. However, the reality is that most applied universities in most places are post transformation universities. For a considerable period of history, these schools have mainly focused on theoretical teaching, with insufficient emphasis on practical teaching. They not only lack experience accumulation, but also lack professional teacher allocation, which greatly affects the quality of applied talent cultivation.

4. EXPLORING THE PATH TO EFFECTIVELY IMPROVE THE TEACHING SUPERVISION WORK OF LOCAL APPLIED ORDINARY COLLEGES AND UNIVERSITIES

As mentioned earlier, there are still a series of urgent problems to be solved in the teaching supervision work of local applied colleges and universities. The existence of these problems has become an obstacle to the full play of the role of teaching supervision. Therefore, measures must be taken to effectively solve them.

4.1 Striving to Achieve Professionalization of Teaching Supervision

Given the drawbacks of part-time work, the professionalization of teaching supervision is imperative. The term "full time" here refers to teaching supervision coming from the teaching staff, but no longer undertaking the teaching and research tasks of teachers during the tenure of teaching supervision, to ensure that teaching supervision can fully devote itself to the supervision work, and effectively ensure the improvement of the teaching level and talent cultivation quality of the entire school's teaching staff.

4.2 Striving to Achieve Professionalization of Teaching Supervision

The improvement of the teaching level of the teaching team and the accumulation of teaching experience are undoubtedly important conditions and require a long-term process, but the grasp of the laws of education and teaching is of utmost importance. Therefore, it is necessary to take teaching supervision as the guide, increase the efforts to study and study the laws of higher education and teaching, increase the opportunities for learning, training, and inspection, continuously broaden our knowledge horizons, and strive to achieve the professionalization of teaching supervision. It is also necessary to try to make teaching supervision an expert in education and teaching as much as possible, avoid acting as an outsider or blindly directing, and then provide typical examples and standardized guidance for teachers.

4.3 Empowering Teaching Supervision with Certain Powers

The core function of teaching supervision is to effectively supervise and guide the teaching activities of a large number of university teachers, and to provide suggestions and recommendations for rectification of existing problems. If teaching supervision does not have a certain level of authority, the supervisors' opinions and suggestions will not receive the attention they deserve and will not be actively rectified and implemented. Based on this, it is a necessity to empower teaching supervision to provide a convincing basis for the school's assessment and evaluation of teachers' teaching ability and level, which is directly related to the evaluation and promotion of teachers, in order to "enhance the authority of teaching supervision work" [5].

4.4 Striving to Improve the Objectivity and Impartiality of Teaching Supervision and Evaluation

Teaching supervision should view the improvement of teachers' teaching ability and level from a developmental perspective, especially towards young teachers. For this, on the one hand, it can be attempted to have a teaching supervisor conduct multiple process assessments of a certain teacher, and based on this, provide evaluation results; On the other hand, it is also possible to try multiple teaching supervisors to conduct a centralized assessment of a teacher at a time, and give the evaluation results on this basis, so as to effectively avoid the contingency of the assessment results and enhance the certainty and persuasiveness.

4.5 Teaching Supervision Must Pay High Attention to the Implementation of Practical Teaching Activities

As mentioned earlier, local applied ordinary universities meet the needs of local economic and social development by cultivating applied talents. Therefore, increasing the intensity and weight of practical teaching activities is an inevitable requirement for cultivating applied talents. Therefore, on the one hand, teaching supervision should pay high attention to the effective implementation of practical teaching activities for students within the school, guided by talent cultivation plans and based on teaching plans, and pay close attention to the implementation of details

to truly enable students to gain something from learning. On the other hand, teaching supervision should pay high attention to the external educational internship activities of the school, based on the educational internship plan and the internship report, carefully examine the effectiveness of the internship, and effectively avoid going through motions, so that students' learning in school can be tested and improved during the internship process.

5. CONCLUSION

In summary, local applied ordinary colleges and universities must attach great importance to education and teaching work, especially to strengthen the construction of teaching supervision teams, continuously establish and improve teaching supervision work mechanisms, and fully "play the supervisory and leading role of teaching supervision" [6], so as to effectively improve the education and teaching level and talent cultivation quality of the school.

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