

Discussion on Innovation in University Classroom Teaching Management: Reform, Path and Strategy

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Abstract: The current teaching reform of higher education has entered the deep water zone. Classroom teaching management is mainly a teaching reform path designed around the topic of “cultivating the style of learning”, and the reform, path and strategy of process innovation management of “activating management, improving teaching style and promoting learning style” are discussed. The purpose is to explore the adaptability of classroom teaching management, so as to form a closed-loop cycle model of “management, teaching and learning”, form a good teaching management effect of “learning style”, and finally achieve the same frequency resonance of “teaching and management, teaching and learning, management and learning”, and achieve the education and teaching goals of high-quality talent training in colleges and universities.

Keywords: Higher education; Teaching reform; Teaching management; Learning style cultivation

In the new era, China’s society, economy and culture have achieved comprehensive quality growth, and higher education has ushered in unprecedented opportunities for development. China has an excellent accumulation of civilization achievements and a long history of educational experience. The achievements and experience of education and teaching reform have effectively promoted the development of the current higher education cause, especially the fruitful achievements of researchers on the updating and upgrading of teaching content, concepts and methods. However, in the actual classroom teaching process, there are still obvious “management weakening” hidden worries.

1. Overview of teaching management and classroom teaching management reform

College teaching management is the necessary management implemented in the process of education and teaching. It mediates and controls the whole teaching work according to certain teaching objectives and principles to ensure the orderly progress of teaching work and the smooth realization of the predetermined goal of talent training. The basic tasks of teaching management are as follows: to study teaching and its management rules, to improve teaching management and to raise the level of teaching management; Establish harmonious teaching order to ensure the normal operation of teaching work; To study and organize the implementation of teaching reform; Try to mobilize the enthusiasm of teachers and students in teaching and learning.^[1] In the 2022 version of the talent training plan, the design and relevance matrix effect of the implementation of “OBE” output oriented teaching target points will be a new concept, and the innovation of classroom teaching management discussed in the paper needs to be realized through the practical review of the plan and the reform of classroom teaching management. “Activating management, improving teaching style and promoting learning style” are the three core elements of classroom teaching management. Through teachers’ classroom teaching management, we can promote the formation of the circular driving force of high-quality “learning style cultivation”.

Obviously, micro teaching management refers to the decision and behavior of school administrators to follow the laws of teaching and management, scientifically organize and coordinate all aspects of the teaching system, make the teaching work run orderly and efficiently, and achieve the teaching goal. It covers the comprehensive education and teaching process to promote the orderly and efficient operation of teaching, help improve the quality of teaching, and achieve the teaching goal.

2. Classroom teaching management questionnaire and data analysis

In this paper, “learning style cultivation” refers to the qualitative definition of a class or a course teaching effect evaluation, mainly

to promote learning style and implement teaching objectives. In the study, it is found that the differences in learning style can be attributed to the gap in the implementation of teachers' responsibilities in classroom management. Under normal circumstances, the more teachers who have a strong sense of responsibility, self-confidence and educational honor and disgrace, the better the learning atmosphere of the class, coupled with reasonable teaching methods and knowledge answering questions, it is easy to activate the atmosphere of the class generally attaches importance to learning, and vice versa.

Under the new situation, "student-centered" is the biggest consensus and challenge in the entire field of education, and it is also the focus of education and teaching reform to be implemented for a considerable period of time in the future. The emphasis on this core concept is "student-oriented", which is actually the embodiment of the social concept of "people-oriented" in education.^[2] The platform connecting students and teachers is the school hardware, the link is the classroom teaching, and the test paper is the learning effect.

The interview found that: after graduation and entering the work environment, female students would review and think about the classroom teaching management of relevant teachers for a long time, and have a more positive understanding and judgment of their own current situation; The positive feedback rate of students from other provinces is higher, mainly because the study is not easy, harder, more self-conscious. A weak professional foundation will lead to a lower recognition of the past teaching management and a sense of disappointment. Although the proportion of participating questionnaires and the proportion of effective questionnaires reached 96% and 93% respectively, the impression of students on the loose and chaotic, lack of humanization and low efficiency in the classroom teaching management process was obvious. In other words, in the process of curriculum teaching management, the attitude, method and humanization of teachers' responsibility are obviously weak, which also reflects the lack of science, involvement and innovation of teachers in classroom teaching management.

The survey found that students' satisfaction with the classroom teaching management was generally low, with an average of 64%. Among them, laissez-faire, loose and free-style classroom teaching management was evaluated by students as not serious, perfunctory and irresponsible.

From the quantitative statistics of management coverage, it can be reflected that the teaching management at the discipline level undertaken by counselors is the most prominent, while the teaching management at the knowledge level invested by professional practice teachers is more significant. This phenomenon of separating and differentiating discipline, moral education and knowledge is relatively serious.

From the level of classroom teaching management methods, the data quantification can reflect that "attendance, talk and criticism" are rated as the most frequently used classroom teaching management methods, and the average values of the three are 95%, 50% and 66% respectively. "Attendance" is the most simple, direct and efficient teaching management method; The "heart-to-heart talk" is widely concerned by students, reflecting the students' desire for empathy and equal communication, and the communication demand is strong. Moderate "criticism" makes everyone remember deeply, which contains norms, exhortations, guidance, incentives, prompts and other emotional factors, which are generally accepted and recognized by students, but excessive "criticism" will hit students' learning enthusiasm and self-esteem.

Overall, the results of the interview and questionnaire survey showed that the overall classroom teaching management evaluation failed to meet the expected indicators of "good". In other words, students' feelings about the teaching management performed by teachers in the classroom are weak, and even tend to be "powerless".

3. Innovation path of classroom teaching management

Teachers' "sincere dedication, active involvement, deep participation, scientific policy, fair evaluation, interactive communication and timely feedback" will become the main thinking logic of classroom teaching reform, and its innovation path is as follows:

First of all, to overcome the complex and changeable external factors, such as "education environment, teacher evaluation system, social recognition, professional atmosphere, weak management authority" and other comprehensive effects, front-line teachers should be proactive in teaching management and strengthen the value recognition of teaching management in the course teaching process.

Secondly, college teachers should always give overall consideration to the job responsibilities of "teaching and educating" in classroom teaching. The proper embodiment of teachers' disciplinary power in classroom management, the standardization of teaching style and study style, and the formation of an atmosphere of attaching importance to teaching and educating people should be established. Teaching reform should continue to strengthen the in-depth study of classroom management concepts, so that the daily teaching management of silent things can get enough attention and affirmation.

Thirdly, the principal position of students and the dominant position of teachers should be continuously strengthened to ensure

the tacit mutual promotion of the three elements of “management, teaching and learning”, to achieve the preset goal of “activating management, improving teaching style and promoting learning style” teaching management reform, and finally to continue to achieve a stable circulation mode of talent training by relying on a good “learning style cultivation”.

For example, after understanding the basic laws of educational development, college teaching administrators master and grasp the teaching laws and educational policies, fully combine the commonly practiced advanced teaching theories, management concepts and scientific management methods, and make use of a series of management functions including decision-making, planning, organization and management. The process of promoting and ensuring the normal development and effective implementation of teaching activities. ^[3]

4. Classroom teaching management optimization strategy

Practice has proved that through efficient classroom teaching management mode, based on the specific demands of classroom teaching management innovation, optimization strategies are summarized as follows:

First, teachers should actively improve the teaching style, communicate with other teachers in the major, and break the situation of emphasizing teaching and weak management. Using the lever of teaching management to make teaching and learning form a closed loop, systematically try to carry out education and teaching reform around classroom teaching management to seek a breakthrough in the deep water area.

Second, relying on the theme class meeting, professional self-study class, subject competition tutorial class, face-to-face communication with students, to achieve flexible management. The so-called flexible management refers to the strengthening of emotional input and spiritual inspiration in the management process, focusing on the use of guidance, democracy, joint participation, coordination, incentive, innovation management means, is based on the organization’s common values and cultural, spiritual atmosphere of the personality management. ^[4] Through in-depth discussion with individual key students (students with a solid foundation and strong learning aspirations), and to focus on management and guidance to the best of our ability, to promote the style of study with line and surface.

Thirdly, through the incentive mechanism of “comparing with learning and catching up with helping to surpass”, we should strengthen examination management, seriously examine the teaching process and reflect the principle of fairness. Educational equity should be achieved at three levels: starting point, process and result. These three aspects are the most basic requirements for realizing the goal of educational equity. ^[5] Let the power of punishment return, strengthen the learning initiative of the class, make detailed quantitative statistical books of learning, so that the model of evaluation can be based on evidence, and highlight the principle of openness, transparency and fairness.

Fourth, innovatively carry out the “six-word education method” of conversation - introduction, shock, alarm, excitation, comb, and revelation (leading, deterring, warning, encouraging, combing, and inspiring). Practice has proved that heart-to-heart talk can not only enhance the relationship between students and teachers, but also sharpen the rapport between students in the class, which is conducive to each student to find their own learning coordinates and direction.

It can be seen that classroom teaching management innovation is the core of higher education management content, which is connected with teaching design, teaching practice and the whole domain of “teaching and learning” related subjects. At the level of higher education reform practice research, the majority of teachers should devote more energy and enthusiasm to the topic of “teaching management”, and deeply and systematically discuss the reform ideas, practice paths and optimization strategies involved in classroom teaching management innovation.

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