Research on Constructing Quality Management System for University Classroom Teaching

Jing Wang, Fangfang Liu, Jushang Li

Sehan University Department of Education Mokpo, South Korea 58447

Abstract: This study discusses how to effectively build the university classroom teaching quality management system, in order to improve the teaching quality of higher education. Through in-depth research on the key links such as teaching quality evaluation mechanism, teacher training and incentive, teaching resource allocation and innovation of teaching methods and means, a series of strategies and suggestions are put forward. These strategies can help improve teachers 'teaching ability and professional quality, and also stimulate students' interest and enthusiasm in learning, so as to comprehensively improve the teaching quality of university classroom.

Keywords: Construction; College classroom teaching; Quality management; System

Foreword

With the acceleration of the popularization of higher education and the arrival of the era of knowledge economy, the quality of university classroom teaching has increasingly become the focus of attention. Building a scientific and effective classroom teaching quality management system is of great significance for improving the quality of education, protecting students' rights and interests, and promoting educational innovation and development. However, the construction of the current university classroom teaching quality management system still faces many challenges, such as a single teaching method, uneven allocation of teaching resources, and uneven teachers' ability. Therefore, this study analyzes these problems in depth, and proposes targeted solution strategies, in order to provide a useful reference for the construction of university classroom teaching quality management system.

1. The current situation of constructing the university classroom teaching quality management system

At present, the construction of university classroom teaching quality management system is gradually becoming an important issue of higher education reform. Many colleges and universities have realized that improving the quality of classroom teaching is the key to improving the overall education level and cultivating students' comprehensive quality. In this context, many schools began to establish and improve the classroom teaching quality management system. However, the construction of this system is not achieved overnight, it is faced with many challenges and problems. On the one hand, the existing teaching evaluation system often pays too much attention to quantitative indicators, such as students 'attendance rate, test scores, and ignores the qualitative evaluation in the teaching process, such as teacher-student interaction, students' thinking ability training and other aspects. As a result, the evaluation system may not fully reflect the real situation of teaching, and cannot effectively guide teaching improvement. On the other hand, the allocation of teaching resources also has some problems. Some popular majors and courses may gain more resources and attention, while some unpopular or emerging majors may face the dilemma of lack of resources, which affects the balanced improvement of teaching quality to a certain extent. In addition, with the rapid development of information technology, new teaching modes such as multimedia teaching and network teaching continue to emerge, which brings new opportunities for university classroom teaching, but also puts forward higher requirements for the construction of teaching quality management system. How to integrate these new teaching modes into the evaluation system and ensure their teaching quality is an urgent problem to be solved.

2. The significance of constructing the university classroom teaching quality management system

Constructing the university classroom teaching quality management system is an important guarantee to improve the quality of education. As the core link of higher education, the quality of classroom teaching is directly related to students' knowledge acquisition, ability cultivation and value shaping. A perfect quality management system can monitor and evaluate the whole process of classroom teaching, to ensure the clarity of teaching objectives, the scientific nature of teaching content, the appropriateness of teaching methods and the effectiveness of teaching effect, so as to continuously improve the teaching quality and provide students with high-quality educational resources and learning environment. Building the university classroom teaching quality management system is helpful to protect students' rights and interests. Students are the main body of education, and students have the right to obtain high-quality educational services. Through the construction of quality management system, teachers 'teaching behavior can be standardized to ensure fairness, justice and transparency in the teaching process, reduce errors and deviations in the teaching process, and protect students' right to know and right to choose. At the same time, the quality management system can also collect students' feedback and suggestions in time, to provide a basis for teaching improvement, and further meet the personalized needs of students. The construction of university classroom teaching quality management system is also an important way to promote educational innovation and development. With the continuous development of the society and the continuous progress of science and technology, new educational concepts, teaching modes and technical means continue to emerge. Through the construction of quality management system, teachers can be encouraged to carry out teaching research and reform practice, explore new teaching methods and means, and promote educational innovation. At the same time, the quality management system can also provide scientific basis and evaluation standards for the teaching reform, ensure the pertinence and effectiveness of the reform, and promote the sustainable development of higher education.[1]

3. The strategy of constructing the quality management system of university classroom teaching

3.1 Establish a teaching quality evaluation mechanism

The primary strategy to construct the university classroom teaching quality management system is to establish the teaching quality evaluation mechanism. This mechanism is the key to improve the quality of teaching. It must be comprehensive and scientific to ensure an accurate reflection of the real situation of teaching. To do this, A system of multiple evaluation sessions is needed: regular classroom teaching assessments, By examining the teachers' teaching content, teaching methods, classroom management and other aspects, To evaluate the teaching effect by quantitative indicators; Student feedback is also an integral part, Students' intuitive feelings and experience are an important basis for evaluating the teaching quality, Students' opinions and suggestions can be collected through questionnaires, symposiums and other ways; Peer review can examine the scientific and applicability of teaching content and methods from a professional perspective, Promote the mutual learning and improvement between teachers; Expert evaluation can conduct in-depth analysis and guidance of teaching from a higher perspective, Help teachers to find out and solve the deep-seated problems existing in teaching. Through these multi-dimensional and multi-angle evaluations, the teaching situation can be understood more comprehensively and objectively, and the problems existing in teaching can be found and improved in time, so as to continuously promote the improvement of teaching quality. This evaluation mechanism provides a strong basis for the improvement of teaching, but also provides a platform for teachers and students to participate in and grow together, and further promotes the improvement and development of the university classroom teaching quality management system.[2]

3.2 Strengthen teacher training and incentives

Teachers are the key figures in shaping students 'future. Students' teaching level and teaching attitude determine the teaching effect of knowledge, but also affect students' interest in learning and academic pursuit. Therefore, it is necessary to pay attention to and invest resources to strengthen teacher training, and constantly improve the teaching ability of students and professional quality by holding regular seminars on teaching skills and promotion, inviting lectures by experts in the field of education, organizing teachers to exchange teaching experience and other activities. At the same time, in order to stimulate teachers' teaching enthusiasm and innovative spirit, a reasonable incentive mechanism is also essential. The teaching excellence award can be established to commend and reward those teachers with outstanding performance in teaching work; provide rich career development opportunities, such as participating in domestic and foreign academic exchanges, further study, so that teachers can see their long-term development prospects in the education cause; and establish a salary system linked to the performance of teachers, so that the efforts of teachers is proportional to the harvest. Through these measures, teachers can fully affirm the hard work of teachers, further mobilize the enthusiasm and initia-

tive of teachers, so that teachers are more fully devoted to the teaching work, so as to promote the overall improvement of university classroom teaching quality.[3]

3.3 Innovative teaching methods and means

With the rapid development of science and technology and the continuous renewal of educational concepts, the traditional teaching methods have been difficult to fully meet the needs of modern higher education. Therefore, it is necessary to constantly explore and practice new teaching methods and means. The introduction of mixed teaching is one of the important means of innovative teaching. Hybrid teaching combines the advantages of traditional classroom teaching and online learning, and through the organic combination of online and offline, students can further participate in the discussion in class, while after class, they can use network resources for independent learning and review. This teaching method improves students 'learning efficiency, but also enhances students' independent learning ability. Flipped classroom is another innovative teaching model worth promoting. In this mode, students study independently by watching teaching videos and reading relevant materials before class, while in class, problem discussion, case analysis and other activities. Flipped classroom pays attention to students 'initiative and participation, stimulates students' interest and enthusiasm in learning, and enables students to think and communicate more actively in class. Using the information technology means to enrich the teaching content and the form is also an important way to innovate the teaching. Through the application of multimedia, virtual reality, artificial intelligence and other technologies, the abstract theoretical knowledge can become intuitive and easy to understand, and the complex experimental process can become vivid and concrete. This improves students 'learning experience, and also deepens students' understanding and mastery of knowledge. Innovative teaching methods and means can stimulate students' interest and enthusiasm in learning, but also can effectively improve the teaching effect and quality. By introducing new teaching mode and information technology means, the limitation of traditional teaching can be broken and more diversified teaching resources and learning environment for teachers and students. This is helpful to improve the students' learning effect and comprehensive quality, but also to promote the continuous improvement and development of the university classroom teaching quality management system. Therefore, new teaching methods and new means to meet the needs and development trend of modern higher education.

4. Epilogue

Through the research of the construction of university classroom teaching quality management system, this paper puts forward a series of targeted strategies and suggestions. These strategies include the establishment of a comprehensive and scientific teaching quality evaluation mechanism, strengthening teacher training and incentives, optimizing the allocation of teaching resources, and innovating teaching methods and means. The implementation of these strategies will help to improve the teaching quality of university classroom, improve students' learning effect and comprehensive quality, and promote the sustainable development of higher education.

References:

[1] Wei Tao. Research on the Construction of Higher Education Teaching Quality Assurance System [J]. Business Manager, 2017 (26): 230-231.

[2] Gao Tianye. Exploration and Reflection on Building a Teaching Quality Management System in Universities [J]. Test Questions and Research, 2019 (31): 16-17.

[3] Liu Chen. Establishment and management of university scientific research quality objectives based on GJB 9001C-2017 "Quality Management System Requirements" standard [J]. Volkswagen Standardization, 2023, (13): 10-12.

About the author:

Jing Wang (1981.05-), Female, Han nationality, from Changchun, Jilin, Master of Engineering, Professor, engaged in computer algorithm research and education research.

Fangfang Liu (1982.08-), Female, Han nationality, from Changchun, Jilin, Master of Engineering, Associate Professor, engaged in computer algorithm research and education research.

Jushang Li (1984.01-), Female, Han nationality, from Changchun, Jilin, Master of Engineering, Professor, engaged in educational research.