

The Discussion on the Management Strategies of Education and Teaching Quality in the Popularization Stage of Higher Education

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Abstract: Talent training is the responsibility of higher education institutions, and the key to talent training lies in the quality of the talents cultivated. It is generally believed that the quality of the talents cultivated reflects the teaching quality of higher education institutions, the foundation for the long-term development of college students, and the core of quality education after the new curriculum reform. As our country’s higher education has entered the stage of popularization, higher education institutions have provided a steady stream of human resources for social construction. However, due to the influence of some objective factors, some higher education teaching has appeared the phenomenon inconsistent with modern education goals. This paper will start with the connotation of the quality standards of higher education, analyze the problems in education and teaching in the stage of popularization of higher education, and give corresponding solutions.

Keywords: Higher Education; Popularization Stage; Education and Teaching Quality Management; Strategic Measures

1. The connotation of quality standards of higher education

With the rapid development of society, the connotation of quality standards of higher education is gradually deepening and sublimating. The quality standard of higher education refers to a kind of behavioral norms in the operation process of education and teaching. It takes the educational goals advocated by the country as the guiding direction and the realization of the educational goals as the fundamental path. The education quality standardization system customized for a specific period with the education goal as the aim is also a reference basis for higher education institutions in carrying out education and teaching activities.

2. The analysis of educational quality in the popularization stage of higher education

2.1 Evaluation standards of educational quality are inconsistent

The quality of education covers many aspects of the development of students, but at present, relevant departments have not given a clear evaluation standard and measurement criteria. This phenomenon will cause inaccurate educational goals. Some higher education institutions unilaterally believe that expanding the student base is a manifestation of educational achievements, and the school’s resource construction has not increased investment with the expansion of the scale of education; Some higher education institutions pay too much attention to superficial skills, blindly pursue the scale of education, and limit

the quality of education to the employment rate of students, ignoring the importance of quality education; In addition, the evaluation standard of educational quality is also related to the attitudes of students and parents. Some parents will unilaterally define the evaluation standard of educational quality on employment positions, but ignore other aspects of education.

2.2 The distribution of educational resources is uneven

Education has always been regarded as the foundation of the country's long-term development. Therefore, some developed countries in the West have a large proportion of education fiscal expenditures and adjust funds according to actual conditions. In contrast, although our country's education fiscal expenditures have a large proportion, it is difficult to achieve a reasonable allocation of resources because of different distances of different regions. Moreover, some colleges and universities blindly use government funds for campus construction, but ignore the construction of educational resources and investment in teaching and research activities, which makes it difficult to improve the quality of education.

2.3 The teaching reform is backward

In the stage of popularization of higher education, the focus is on the popularization of education, but due to the inconsistent pace of teaching reform, the speed and scope of this popularization are not uniform. Some institutions of higher education have the phenomenon that administrative power is higher than academic power, which makes many decisions out of the scope of academic investigation and hinders the improvement of educational quality; In addition, institutions of higher education are not clear about their educational positioning and blindly pursue the improvement of school levels, but cannot satisfy the educational needs of schools. Moreover, some higher education institutions will have problems of single teaching method, conservative teaching content, and lacking teaching evaluation system in teaching activities. This shows that there is still a long way to go in the process of popularization of higher education.

2.4 The education environment needs to be optimized

The values and ideological concepts of contemporary college students who have undergone the impact of multiculturalism are easily affected. In such an environment, no matter how students grow up and learn, they will not get good development, and some teachers need to improve their ethics, they do not pay enough attention to students, their responsibility is not strong, and they have not created a good learning environment and learning atmosphere for students on campus, which has brought a negative impact on the improvement of teaching quality.

3. Ideas and strategies of education and teaching quality management at the stage of popularization of higher education

3.1 Conduct market researches

Relevant departments can formulate relevant questionnaires, determine the survey outline, select a number of characteristic higher education institutions and related enterprises to conduct talent supply and demand surveys; They can be familiar with the teaching situation of higher education institutions on talent training, accurately locate the needs of employers for recruiting talents, and summarize the survey data, and find the key factors of the market through analysis and comparison; They also can aim for the targeted occupation, and determine the employment direction and development direction, forming a systematic survey of talent supply and demand data.

3.2 Analyze professional skills and abilities

Through the experienced in the industry and educational experts, they can analyze students' personal professional positions, expand the specific work content of the positions, and gradually analyze the professional abilities that students should have according to the types of work items to ensure the goals of education and the effects of teaching. On the basis of the completion of the above work, they should clarify the specific content and specific requirements that students should study for the position. In terms of vocational skills and ability analysis, relevant workers should have advanced vision and judgment ability, have a comprehensive understanding of the occupational market, and accurately judge the training content and scope of vocational skills.

3.3 Unify standards of the educational quality

Under the background of emphasizing quality education, the standards for higher education institutions to achieve the improvement of teaching quality are called development standards. This standard is objective and humane, and it is not difficult to be implemented and can be used for reference. On the premise of the systematization of education and teaching quality management standards, higher education institutions should formulate relevant quality management standards in various teaching parts such as personnel, activities, and processes. The personnel include higher education management levels, teachers in various disciplines, front-line managers and students and other subjects participating in teaching activities. Teaching activities cover the entire teaching process from teaching of teachers to the learning of students. The teaching process includes all teaching joints such as education and teaching plans, teaching organization activities, teaching effect evaluation, student feedback and improvement.

3.4 Systematize standards of the education quality

By analyzing the elements, processes, and results of education, they can compile a standard plan that meets the actual situation, and then summarize it to make it systematic. They can provide education element standards through infrastructure equipment, experimental training teaching, teacher teams and other resources, explain education process standards through teaching plans, curriculum design, and performance assessment, and formulate education results standards through graduate quality, employment rate, and stakeholder satisfaction and other aspects. Finally, they should integrate the three parties of education elements, process, and results into a standard specification and apply it to actual teaching activities.

3.5 Improve teachers' teaching levels

They can consult relevant experts to revise and improve the quality management standards of education and teaching in the popularization stage of higher education. After the quality management standards are clarified, they should judge whether the standards are scientific and reasonable through trial operation, and modify them in time until they meet the actual standard requirements. Furthermore, education and teaching quality management standards of higher education institutions should be adjusted and revised accordingly with the development and changes of the market economy.

4. Conclusion

At present, education and teaching quality management is the main factor that must be considered in the development of higher education. In the actual process of higher education development, we should correctly understand the basic connotation of higher education teaching quality, face the hidden dangers of education quality covered by the popularization stage of higher education, and use measures such as improving concepts, evolving systems, increasing investments, and creating a good environment to achieve the development goal of improving the quality of the whole people.

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