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Construction and Practice of Experimental Teaching Quality Monitoring System in Local Colleges

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***Abstract*:** Experimental teaching and theoretical teaching play an equally important role in the teaching system of local colleges and universities, and the teaching quality monitoring system of most colleges and universities is dominated by theoretical teaching. The article is based on the construction of the experimental teaching monitoring system of the secondary colleges Introduced with practice.

***Keywords*:** Experimental Teaching; Quality Monitoring; Teaching Quality

In the context of high-quality development requirements, ensuring and improving the quality of teaching will be the primary task of the connotation development of colleges and universities. The role of practical teaching in higher education is no less than that of theoretical teaching. Optimizing practical teaching, strengthening the cultivation of students' practical ability, and improving students' innovative literacy is an important direction for higher education reform and development. The pre-class preparation, course teaching implementation process, and after-class follow-up guidance of experimental teaching all have characteristics different from theoretical teaching. Direct use of the theoretical teaching monitoring system to guide experimental teaching will inevitably lead to the failure to guarantee the quality of teaching.

1. Analysis of the status quo of the experimental teaching quality monitoring system

As the guarantee of teaching quality and the improvement of teaching level have attracted more and more attention, many colleges and universities have established a unique theoretical course teaching monitoring system through continuous practice, and the experimental course teaching only refers to the standard of the theoretical course. This will inevitably lead to deviations in the evaluation, and some links that should be core monitoring are also ignored, making the monitoring of experimental course teaching a mere formality, and cannot play a positive role in the cultivation of students' practical ability and the cultivation of innovative thinking. Teaching supervision carried out based on theoretical teaching quality standards cannotobtain information that truly reflects the problems in experimental teaching. Follow-up regulation will be just empty talk and will not play any role, and quality monitoring will be meaningless and worthless.

1.1 Weak links in experimental teaching quality monitoring and evaluation

The secondary colleges of local universities have undergone undergraduate teaching qualification evaluation, and after years of exploration and practice, theoretical teaching has initially formed a complete set of quality monitoring and evaluation systems. Compared with theoretical teaching, experimental teaching. There are still many shortcomings in the quality monitoring and evaluation methods of the link, which are mainly reflected in the incomplete monitoring measures of the teacher's experiment preparation, and the unclear work responsibilities of the experiment teachers and experiment instructors, resulting in unfounded

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evaluation.

1.2 The characteristics of experimental teaching quality monitoring are not obvious, and the evaluation system is not perfect

The experimental teaching quality monitoring of the secondary colleges of Xingyi Normal University for Nationalities all refers to theoretical teaching, focusing on monitoring the rate of teacher and student attendance, the rate of experiment opening, etc., while ignoring the process monitoring of experimental teaching quality. The teacher's listening record sheet and the college supervisor's listening record are the same as theoretical teaching, which causes the teaching supervision center to shift to the theoretical teaching model, and the evaluation is not objective enough, which is not conducive to the improvement of teaching level and students' practical innovation. Ability development.

2. Construction of the experimental teaching monitoring system in the secondary colleges of local universities

The experimental teaching monitoring system of the secondary colleges of local universities is composed of five interdependent and connected parts: experimental curriculum standards (teaching syllabus), experimental teaching quality standards, system guarantees, information collection, information feedback and control.

2.1 Revision of experimental curriculum standards

The experimental curriculum standard is the basis for the formulation of experimental teaching quality standards and the implementation of experimental teaching monitoring. It is also one of the control objects after the collection of feedback information. The curriculum standards should be revised in due course. The curriculum standards provide detailed and clear explanations on the nature of the curriculum, the objectives of the curriculum, the objectives of teaching content and the recommendations of teaching organization. The secondary colleges revised the experimental curriculum standards in accordance with the "Curriculum Standard Revision Management Measures" formulated by the school, and used this as the guiding standard for teachers to carry out experimental teaching.

2.2 Constructing quality standards and evaluation standards for experimental teaching

The quality standard of experiment teaching should cover the whole process of experiment teaching, including experiment preparation, teacher preparation situation, experiment teaching implementation, experiment report correction, curriculum reform, etc. Based on the actual situation and combining the characteristics of experimental teaching, the secondary colleges of our school have formulated experimental teaching quality standards, experimental curriculum teaching quality evaluation standards, experimental curriculum teaching quality student evaluation standards, and experimental teaching supervisory attendance records.

2.3 Improve laboratory management system and experimental teaching management system

A perfect laboratory management and experimental teaching management system can make management have rules to follow, avoid the randomness and blindness of teaching work, and standardize and institutionalize experimental teaching.

2.3.1 Improve the laboratory management system

On the surface, the laboratory management system seems to have nothing to do with teaching quality monitoring, but it is not. Standardized laboratory management can keep the experimental equipment in good condition and provide guarantee for the smooth development of experimental teaching. In response to lagging maintenance work, irregular operation of students, poor awareness of instrument protection, loose management and other factors, the "Responsibilities of Laboratory Student Administrators", "Regulations on Using the Laboratory on Teacher Holidays", "Regulations on Using the Laboratory on Students Holidays", and "Laboratory Safety Inspection System".

2.3.2 Improve the experimental teaching management system

Each secondary college of a school should formulate a comprehensive and scientific experimental teaching management system. There is no guarantee of the system. Improving the quality of teaching is just empty talk. Therefore, we have supplemented the teaching management system and formulated guiding rules and regulations such as "Experimental Teachers' Work Responsibilities", "Experimental Tutors' Work Duties", "Experimental Course Teaching Plan Standards", and "Requirements for Student Experiment Reports".

2.4 Information collection

The more important link in experimental teaching monitoring is the comprehensive collection of teaching process information.

Information collection is the work of teaching supervision. The teaching information network of secondary colleges should be fully covered, including school-level teaching feedback and college-level (second-level). College level teaching supervision feedback, suggestions collected by student information staff, etc. The collected information includes teaching inspections, school-level supervision opinions and suggestions, secondary college teaching supervision team opinions and suggestions, and student feedback. The first is the monitoring of the teaching process and data collection. In the first week of school, the experimental course preparation status of the experimental site should be checked. The purpose is to evaluate whether the existing experimental conditions meet the teaching needs of the new semester, and to prepare for the evaluation of the teacher's teaching preparation link. Next is the regular teaching inspection at the beginning of the term, checking the teacher's teaching plans and lesson preparation, and reviewing whether the teaching schedule is reasonable; Peer teachers listen to each other and the college's teaching supervision group are generally arranged in the middle of the term; At the end of the term, the experimental teaching materials, including experiments Report spot check, experiment project card record check. Combining the information collected in three different periods can provide a more comprehensive understanding of the organization of experimental courses, the preparation and operation of experimental equipment, and provide a basis for teaching evaluation and regulation.

2.5 Information feedback and regulation

The various types of information collected by the experimental teaching monitoring information network may involve the development and organization of teachers' experimental teaching, laboratory management, experimental equipment and equipment conditions, etc. The Academic Affairs Section sorts out and analyzes this information, and feeds it back to the corresponding department or individual. The problems involving teachers are rectified by themselves, and the supervision team is responsible for checking the rectification of teachers. Other issues involved in the information will be statistically classified by the teaching management department, and then by adjusting the experimental teaching process, improving the experimental management system, and optimizing the setting of teaching content, similar problems will be prevented from reappearing. The improvement of teaching level is inseparable from learning and communication. In order to improve the quality of experimental teaching, the college has repeatedly organized teachers to participate in mixed teaching methods, ideological and political education implantation classroom skills, etc. Special training to encourage teachers to apply advanced teaching methods to experimental teaching.

3. Conclusion

Experimental teaching plays an irreplaceable role in cultivating applied talents and students' innovative thinking ability, and the share of experimental teaching in the entire university teaching system will become larger and larger. Experimental teaching is different from theoretical teaching in terms of pre-class preparation, teaching process implementation and teaching evaluation. Therefore, the monitoring standards of experimental teaching quality should also be different from theoretical teaching. "Supervision" means supervision, and its purpose is to fully grasp the specific situation in the process of experimental teaching organization, so as to discover the problems in experimental teaching. "Control" refers to timely regulation based on the problems found. While ensuring the quality of experimental teaching, it constantly stimulates the teaching enthusiasm of experimental teachers and students' learning initiative, and promotes the improvement of experimental teaching.

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