

Exploring the Teaching Quality Assurance System for Postgraduates of Master of Education

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Abstract: Talent plays a very important role in national development and national rejuvenation. From the current development situation of our country, the proportion of teachers who have obtained master's degree in primary and secondary education system is relatively low. However, with the continuous development of society, the requirements for teachers are constantly improving. The establishment of a perfect teaching quality guarantee system for postgraduates of master degree in education can greatly improve the professional level and comprehensive quality of students, and cultivate a large number of excellent educators, which has a very obvious role in promoting the reform of education in China. This paper mainly expounds the problems existing in the teaching quality assurance system of master's degree in education, and explores the specific measures to improve the teaching quality of master's degree in education, so as to lay a solid foundation for the efficient development of various teaching activities and further promote the healthy development of China's education.

Keywords: Master of education; Professional degree; Graduate student; Teaching quality

Fund Project:

1. Key Project of Postgraduate Education and Teaching Reform of Guizhou Provincial Department of Education "Research on Quality Assurance System of Horizontal and Vertical Linkages Postgraduate Education" (Guizhou Education Cooperation YJSCXJH(2020)009)
2. "Research on Differentiated Training Mode of Academic Postgraduates and Professional Postgraduates" (Guizhou Education Cooperation YJSJGKT [2021] 019)

In recent years, the master of education professional degree graduate students have been in a state of expansion, which greatly increased the employment pressure of master of education professional degree graduate students. How to improve the teaching effect and ensure the quality of teaching has become one of the problems that colleges and universities should focus on in the specific practice of carrying out the teaching of master of education.

1. Problems in the Teaching Quality Assurance System for Postgraduates Majoring in Master of Education

In the current development of education, the problems in the teaching quality assurance system of master's degree graduate students are mainly manifested in the following aspects: First, subjective understanding. Departmental universities and graduate administrators lack a correct and comprehensive understanding of the positioning and laws of the master of education professional degree, and fail to regard the master of education professional degree as an important task of high-level personnel training. This concept of backwardness has greatly affected the education The teaching quality of master's degree graduate students. Second, the talent structure. The problem of unreasonable talent structure in our country is more prominent, there is a lack of leaders with outstanding abilities in all aspects in the industry, and the proportion of applied talents and research talents is quite different, and there is a great lack of innovative talents and high-quality talents. as a result, the teaching quality of master's degree postgraduates in education is greatly reduced. Third, personnel training. Some colleges and universities confuse the training objectives of professional degree postgraduates and academic

degree postgraduates in the process of teaching master of education professional degree postgraduates, and do not formulate practical education programs and management methods according to the actual situation and specific requirements at this stage, resulting in strong blindness and randomness in the training of master of education professional degree postgraduates, it is difficult to improve the professional ability and comprehensive quality of graduate students with master of education ^[1].

2. Specific Measures to Improve the Teaching Quality of Master of Education Professional Degree Postgraduates

2.1 Set up the correct concept of education

Ideas can play a good guiding role in behavior. If a university has problems in the teaching of master's degree graduate students, then various teaching activities will enter a misunderstanding. In view of this situation, colleges and universities must establish a correct educational concept according to the inherent characteristics and development needs of the teaching of master's degree graduate students, so as to lay a solid foundation for the efficient development of various teaching activities. In the specific teaching practice, colleges and universities should correctly grasp the connotation of the teaching of the master of education professional degree graduate students, find out the orientation of the teaching of the master of education professional degree graduate students, clarify the goal of the teaching of the master of education professional degree graduate students, and always adhere to the principle of combining theory and practice, so that the master of education professional degree graduate students can have good theoretical literacy and comprehensive ability ^[2]. In addition, colleges and universities should earnestly strengthen the discussion of postgraduates with master's degree in education, so that everyone can fully realize the important role of postgraduates with master's degree in education and education reform, and constantly adjust the talent structure and training methods of postgraduates with master's degree in education, so as to provide a large number of high-quality and high-level talents for the society.

2.2 Effectively optimize the construction of teaching staff and management team

From the perspective of the development of education in our country, the setting time of the master's degree in education is relatively short. Therefore, many colleges and universities fail to effectively distinguish between the academic master's degree and the master's degree in education, but copy the teaching mode and teaching methods of the academic master's degree, which leads to the lack of pertinence and purpose in the teaching of the master's degree in education, and its teaching quality is greatly reduced. In view of this situation, colleges and universities must be aware of the limitations of the current teaching, and effectively optimize the construction of teaching staff and management team. First of all, colleges and universities should pay enough attention to the development planning of the master of education tutor team. According to the characteristics and development needs of the discipline, we should reasonably allocate the tutor echelon of master of education, vigorously cultivate discipline leaders and industry leaders, fully implement the training of young and middle-aged academic backbone, and select outstanding talents to foreign universities with high teaching quality of master of education for academic exchanges and visits, Comprehensive tracking of cutting-edge research in basic education, to further improve the teaching innovation ability and academic level of master's degree in education. Secondly, colleges and universities should establish perfect selection criteria for mentors, always adhere to the basic principles of "process transparency", "fairness and justice", and "rather than abuse", and comprehensively evaluate the scientific research level, teaching ability, teaching concept, teaching experience, etc. ^[3]. In addition, colleges and universities should also comprehensively reform the tenure system of mentors in disguise in the past, actively carry out dynamic management of mentors, and conduct regular assessments of the work of mentors. For tutors who do not meet the relevant standards, colleges and universities can require the suspension of enrollment activities. Finally, colleges and universities should provide necessary guidance or training for tutors, so that tutors can correctly understand the educational goals of postgraduates with a master's degree in education in the new era, update the teaching models and teaching methods of postgraduates with a master's degree in education in a timely manner, and interpret the current policies. Laws and regulations, exchange teaching experience with each other, and further improve the scientificity and rationality of the teaching of master's degree in education.

2.3 Actively introduce diversified teaching methods

For a long time in the past, teachers only relied on chalk, blackboard and language to carry out teaching activities, while students only passively accepted the indoctrination of knowledge, which greatly affected the enthusiasm and initiative of students. at the same time, it is not conducive to the improvement of students' comprehensive ability. In view of this situation, teachers must conform to the trend of educational development, actively introduce diversified teaching methods, inject new vitality and

vitality into the teaching of master's degree graduate students, and effectively improve the quality and effect of students' learning. First, case teaching. Case teaching is mainly based on the current teaching content, to simulate specific situations for students, so that students can observe, analyze, judge and make decisions from specific situations, so as to further promote the all-round development of students. In the process of using cases to carry out the teaching of graduate students with a master's degree in education, the teacher can combine the students' daily performance, divide the students into several groups scientifically and reasonably, and then organize the students to discuss and explore in the groups, and then the teacher will focus on the students. The common problems are explained in a targeted manner. Second, teaching thematic research. Teaching research is mainly based on the outstanding problems in teaching practice, planned and purposeful teaching exploration, so as to achieve the fundamental purpose of improving teaching quality and deepening education reform. In the specific teaching practice, students need to study according to the process of research ideas, data collection, research and reporting results, and teachers need to effectively supervise and scientifically guide the whole inquiry process of students, so as to effectively stimulate students' interest in learning, enrich students' knowledge reserve and effectively improve students' scientific research ability [4]. Third, both theory and practice. In the theoretical teaching stage, teachers should highlight the frontier and innovation of theoretical knowledge, constantly expand students' knowledge horizons, and convey new ideas, new knowledge and new ideas to students. After the completion of theoretical teaching, teachers can organize students to read educational journals or educational books, and write journal reading notes and reading reports, etc., to further deepen students' understanding and memory of knowledge points. In addition, colleges and universities can also organize students to go to well-known primary and secondary schools to observe and learn, and find their own shortcomings through comparison, so as to check and fill gaps in a targeted manner.

Conclusion:

In the process of carrying out the teaching of master of education professional degree graduate students, colleges and universities should combine the practical problems existing at this stage, establish the correct education concept, effectively optimize the construction of teaching staff and management team, and actively introduce diversified teaching methods, so as to provide a strong guarantee for the teaching quality of master of education professional degree graduate students.

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