

# Problems and Countermeasures of teaching management in Colleges and Universities under the new situation

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**Abstract:** with the continuous promotion of the new education reform, the state has paid more attention to higher education and paid more attention to the promotion of high-quality workers and skilled talents. Higher education undertakes the important mission of providing talents for the society. In recent years, the enrollment scale of colleges and universities has expanded significantly, giving more people the opportunity to accept higher education. However, the increase of enrollment has also brought some challenges to the teaching management of colleges and universities. Based on this, this paper analyzes the problems and Countermeasures Existing in the teaching management of higher vocational colleges, and then puts forward the corresponding countermeasures, hoping to provide reference for front-line educators.

**Key words:** university teaching management; Problem analysis; Optimization Countermeasures

China is rich in human resources, which means that there are great advantages in the number of workers in China, but there are obvious problems of low quality of workers, which makes it difficult to further improve the advantages of human resources. As an important position of talent cultivation, colleges and universities should aim to cultivate high-quality, skilled and innovative talents in order to accelerate the development of human resources, improve the quality of workers, and provide continuous talent power for the sustainable development of China's economy, so as to meet the development needs of modern society. Teaching management is an indispensable link in the process of talent cultivation in Colleges and universities. In the current new era, the teaching management in Colleges and universities has exposed a series of new problems with the characteristics of the times. Therefore, how to solve a series of problems in teaching management is an important content for teachers to solve urgently.

## 1. Main contents of teaching management in Colleges and Universities

### 1.1 Teaching management system

The teaching management system involves all aspects of teaching, which not only plays a management role, but also plays a role of supervision and regulation. The teaching management system of colleges and universities takes the school orientation and talent training as the core content. After the academic affairs office issues certain documents, secondary colleges need to implement them. The scope of this document may be different, but its role is universal, and it provides theoretical guidance for teachers' behaviors.

### 1.2 Teaching management environment

The management environment is the important support of the management system, including the management concept, management culture and management relationship. From the perspective of teaching, the management environment is mainly placed among the teaching managers, teachers and students. The three complement each other and work together. The management concept is an internal atmosphere and environment. The relationship among managers, students and teachers is an external management environment, and the combination of internal and external environment reflects the teaching atmosphere of colleges and universities.

### 1.3 Management team

The management team will directly affect the specific effect of the implementation of the teaching management system to a certain extent. Teaching management in Colleges and universities is not only an institutional management, but also needs to pay attention to the construction of management team, so as to build a high-level management talent team. At present, the basic requirements for managers in Colleges and universities are not high. They only need to have certain management skills, which leads to the lack of professionalism of the pipeline team. However, under the current modern education background, there are two aspects to cultivate an excellent management team. First of all, managers need to develop in the direction of specialization. Second, the management mode should pay attention to the humanized development, which can effectively meet the personalized needs of different managers and strengthen the loyalty of managers.

## 2. The problems of teaching management in Colleges and Universities

### 2.1 Imperfect management system and low efficiency

Compared with developed countries, the teaching management mode adopted by colleges and universities in China still has immature problems in the operation mechanism, and this problem is mainly manifested in the following three aspects. First, the division of responsibilities is not clear, and there is a lack of effective policy regulation. At present, colleges and universities mainly focus on scientific

research construction, and the investment in teaching needs to be improved. There are problems of focusing on completion and ignoring management, lack of scientific management, and lack of execution and binding force. Managers' sense of responsibility is not strong. Once problems occur, it is easy to prevaricate with each other. Second, there is a lack of perfect communication management mechanism between the various departments of the academic affairs office, which leads to the duplication of communication work. For a long time, there are many kinds of departments in the academic affairs office, and the work between these departments is inevitable to cross. If there is a lack of communication, it is easy to cause the repetition of these tasks. Third, there is systematization in the file and data pipeline. The construction of educational informatization is reflected in data management. At present, colleges and universities lack a complete system in the management of teaching materials, which is troublesome to find and has a high loss rate, affecting the normal use of teachers.

## **2.2 The daily teaching operation is not standardized, and the satisfaction of teachers and students is relatively low**

Teaching operation is an important part of teaching management, which needs to be implemented according to strict standards. But in the actual operation, there are non-standard things in the teaching operation. Teaching management does not follow the established process, and there are obvious formalization and randomness. First of all, the contingency is serious, which leads to the change of teaching arrangement and the cancellation of the original course. Secondly, due to the lack of previous research, many courses are unreasonable. For example, the courses with greater difficulty have less class hours, and teachers can only choose to compress the content, which makes it difficult for students to understand and absorb; For example, some students have fewer courses in their freshman and sophomore years, but the courses in their junior and senior years are increased, which will seriously increase the pressure on students' graduation and employment. Finally, in the process of teaching quality supervision, there is a problem of mere formality in class attendance and teaching quality inspection, which is difficult to truly reflect the true teaching level of teachers. This lack of scientific teaching evaluation is difficult to improve teachers' sense of identity for teaching evaluation, and lacks personalization and fairness.

## **2.3 The concept of teaching management is not perfect, and there is a lack of communication between teaching and management**

The administration of teaching management is relatively strong. Administrative staff have more rights, which leads to less opportunities for teachers to participate in administrative management, which leads to insufficient democratization of the teaching system. When there is no unity between teachers and administrators, teachers' opinions are difficult to get feedback. For example, in order to regulate the teaching order, colleges and universities have issued a series of regulations and methods. However, when specifying the rules and regulations, the lack of comprehensive research, but relying on the corresponding experience, it is easy for teachers to have more obvious resistance, and ultimately affect the implementation of the formulation of teaching management.

## **2.4 The incentive mechanism is not perfect, and the management personnel are lack of enthusiasm**

Generally speaking, a teaching secretary will be assigned to the second level. The teaching secretary needs to handle the tasks of various departments of the academic affairs office. There are many tasks and the pressure is too great, but the salary is not ideal. Most of them are on the same basic line, which is relatively low compared with teachers and other managers. In addition, the training of secretaries in Colleges and universities has been in an imperfect state, resulting in the narrow career development channel of teaching secretaries. Compared with full-time technicians, counselors and scientific research teachers, teaching secretaries have relatively few promotion opportunities, and it is difficult to see the hope of career development. In this context, the attitude of the teaching secretary is bound to be more negative. Compared with teachers, they belong to the managers of teaching work in the whole link, but they also need to cooperate with the teaching management work, so as to ensure the effective operation of the whole teaching work.

# **3. Ways to improve teaching management in Colleges and Universities**

## **3.1 Establishing scientific teaching management system**

In the process of national education policy advocating new, the comprehensive strength of higher education is increasing, which is inseparable from the improvement of management system. In this process, teaching is the key to talent cultivation, which needs the help of scientific teaching management system to optimize the teaching itself. First of all, we need to put the post responsibility system in place and build a scientific management organization structure. Allocate various teaching management work in place, clarify the responsibilities of managers, and strengthen the binding force of management behavior through the accountability mechanism. With the constraints of the system, managers can be more clear about their work content and enhance their sense of responsibility, so as to improve the quality and efficiency of work. Secondly, it is necessary to streamline the processes of handling affairs and improve the internal communication mechanism of the education management department. The academic affairs office is the competent department of the school's teaching work. When the academic affairs office issues relevant management tasks to subordinate colleges, it needs to do a good job in the communication work of relevant departments, ensure that data and information can be shared, prevent the repeated transmission of the same work, and

then bring convenience to the teaching management of secondary colleges. Finally, we need to strengthen the information construction of document management and build a perfect data system. The school needs to build an information-based file management and sharing platform. When the school gets the corresponding policies and documents, it needs to release and update them in time, and organize the teaching data into files, so as to lay the foundation for the subsequent development of the school.

### **3.2 Form a standardized daily operation mode**

Daily teaching operation is an important part of teaching management. Rules and regulations should be strictly standardized to prevent the system from changing in the process of implementation, thus affecting the normal teaching arrangement. First of all, when formulating relevant policies, we should do a good job in the preliminary research work, starting from the perspective of students' lifelong development, combined with the school's teaching resources, determine scientific teaching objectives and courses, strictly implement various teaching tasks, and give corresponding punishment for arbitrarily changing teaching arrangements. Secondly, improve the teaching supervision mechanism and teaching quality evaluation system. In the process of teaching quality evaluation, teachers need to combine the supervision of class attendance, student evaluation, teacher self-evaluation, teacher mutual evaluation and college teaching evaluation, create a comprehensive evaluation method, and combine the respective characteristics of the corresponding courses to make the teaching quality evaluation system more scientific and reasonable. Finally, a special leading inspection team needs to be established to regularly carry out various investigations to prevent the system from becoming formalized, and the problems found need to be rectified in time.

### **3.3 Adhere to the people-oriented management concept and create a management environment for collaborative education**

The modern teaching concept needs to put the student-centered concept in the first place, pay attention to the comprehensive development of students, meet their personalized needs, and then provide a more selective education platform, so as to truly serve the comprehensive development of students. Colleges and universities can learn from foreign excellent education management experience, adopt flexible learning management mode, and implement the credit system, so that students can achieve the conditions of graduation through a variety of credit acquisition methods. In addition, in the way of taking credits, you can also choose elective courses and independent study to obtain credits, so as to meet the personalized needs of students' credit acquisition. Teachers and administrators need to share the corresponding educational responsibility. Teachers' values and life attitudes will also have a profound impact on students. Therefore, teachers, managers and students need to work together to create a high-quality educational environment.

### **3.4 Formulate effective incentive measures to strengthen the cultivation of management talents**

Teaching management involves a wide range of personnel, including administrative personnel, teachers and students. Among these member systems, the administrative staff directly undertake the important task of management and are mainly responsible for the formulation of relevant rules and regulations. Teachers indirectly undertake the important task of management, but also bear the role of supervision. Therefore, to build a perfect teaching management team, we need to start from the following aspects. First of all, we need to start with the salary system. We can change the traditional university salary system to the enterprise salary system, so that the staff willing to pay can get the corresponding return. Secondly, it is also necessary to increase the assessment of teaching management, and take the quantity and quality of management results as the basis for assessment, so that administrators who are willing to pay and work can get corresponding reports. Secondly, it is necessary to provide corresponding training opportunities for managers, so that they can not only have certain management ability, but also have certain scientific research ability, so as to provide more professional services for college teachers and students.

## **conclusion**

Through the analysis and summary of the above content, we can find that with the progress of the times, there are still some problems in the teaching management of colleges and universities, such as the imperfect teaching management system, the comprehensive quality of teaching managers to be improved, and so on. Colleges and universities need to provide corresponding training opportunities for teaching management personnel, improve their comprehensive ability, especially the scientific research literacy of administrative personnel, so as to better serve teachers and students, so as to improve the quality of teaching management.

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