

Problems and Countermeasures Found During Teaching Supervisors in Universities

Zhenhua Liu

Mechanical Engineering College, Xi'an Shiyou University, Xi'an, Shaanxi, 710065, China

liuzhenhua@xsyu.edu.cn

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Abstract. The teaching supervision system is generally used to comprehensively supervise and guide all aspects of teaching activities in colleges and universities. The effectiveness of supervision directly affects the operation of the teaching quality monitoring system in colleges and universities. Based on the analysis of the content and function of teaching supervision, the problems and countermeasures found in the supervision are discussed from the aspects of teaching supervision, learning supervision and management supervision.

1. The Content and Function of Teaching Supervision in Colleges and Universities

Undergraduate education is the foundation of higher education, and teaching quality is very important for the survival and development of colleges and universities. The teaching supervision has become an important part of the education quality monitoring system in colleges and universities [1-2].

The basic contents of the current teaching supervision in universities include teaching supervision, learning supervision and management supervision. In view of the problems found in the teaching activities, the supervisory experts put forward corresponding constructive suggestions, and urge the relevant teachers and management departments to make improvements, so as to play a role in deepening the teaching reform and improving the teaching quality[3-4].

Teaching supervision is mainly to check the teaching status of teachers, including teaching means, teaching design, teaching effect and the use of teaching equipment. Due to the high proportion of scientific research performance in the evaluation of professional titles and various kinds of evaluation, it is still a common phenomenon that teachers in universities pay more attention to scientific research and less to teaching. With the decrease of teaching input of university teachers and the lack of teaching experience of most young teachers, some teachers are prone to various problems during lecture, so it is very necessary for supervision to provide help and guidance to their teaching works[5-6].

The contents of the learning supervision mainly include inspection and instruction of the students' learning attitude and learning status by supervision. During the lecture, the supervisor should understand the student's attendance rate, the number of latecomers and the status of the students in class. It is necessary to supervise students' interest, learning ability, learning effect, and so on. The problems found in the course of the inspection should be fed back in time, so as to supervise and promote the learning process of students.

The management supervision mainly inspects and evaluates the teaching management work. Regular working meetings are held by the school to promote communication between teachers and teaching managers through policy presentations and discussions. According to the problems found in the process of teaching supervision and learning supervision, and according to the advanced teaching management concepts, relevant policies and measures are studied and formulated to continuously improve the level of teaching management decision-making[7-8].

2. The Problems Found in the Supervision Work and Countermeasures

2.1 The aspect of teaching supervision

In terms of teaching supervision, the work load of supervision in class is relatively more, and the overall situation of classroom teaching in the college can be fully grasped through listening to the teacher in class. From the feedback information after listening to the class, most teachers are proficient in teaching content and serious in teaching attitude. They can design their teaching according to the teaching content, curriculum characteristics and the teaching objectives. Some teachers use the teaching method of calling by name or asking questions randomly during the teaching process to encourage students to actively participate in the teaching process and take the initiative to think.

Most teachers conscientiously perform their duties, and the effect of teaching activities is positive, but there are also some problems. Some teachers are not updated enough in teaching concept, and they are only satisfied with knowledge impartation but neglect the cultivation of students' ability. Some teachers' multimedia courseware production (or writing designing on the blackboard) is not fine enough, the teaching design is not reasonable enough, and the advantages of multimedia teaching and blackboard teaching are not fully utilized.

Especially in the teaching process of young teachers, there are many problems such as boring classroom atmosphere, less interaction between teachers and students, lack of control over multiple influencing factors of teaching effect, and so on.

Although the university requires young teachers to listen to excellent teachers, there is a lack of communication between them and the teachers being listened to. There is also a lack of discussion among young teachers, which affects their in-depth understanding of teaching rules.

Therefore, in the process of checking the teachers' class situation, the supervisor should communicate with the teachers in time, give affirmation and praise to the good practices, communicate with the existing problems and shortcomings and put forward specific suggestions for improvement. Thus, the teachers can learn from each other and make continuous progress.

However, since supervision needs to listen to many courses, if the supervision is not familiar with the teaching content, the guiding role of the supervisor to the teacher will have certain limitations. In fact, when there are many teachers teaching the same course, the teachers listening to a lecture each other is an effective way to strengthen communication. If young teachers can be organized to discuss the teaching mode of the same issue, the teaching level of young teachers will be improved.

Some colleges urge young teachers to pay attention to teaching by holding lecture competitions for young teachers, and strengthen teaching communication by requiring young teachers to watch lecture competitions. Observation is just a passive way of teaching communication. If we can discuss the teaching situation in time after the competition, the effect will be better.

Therefore in order to improve the ability of young teachers to control each teaching link, it is necessary to actively promote the research of teaching method. Through holding regular teaching seminars, various elements involved in the teaching process are exchanged and discussed, including explanation method of the teaching content, the design of the heuristic teaching, integration mechanism of ability cultivation and so on.

Guiding young teachers with advanced educational ideas, making them strive to improve the level of multimedia courseware production (or the level of blackboard design) in the teaching process, not only pay attention to improving the way of imparting knowledge, but also attach importance to the cultivation of students' comprehensive ability, and the teaching quality has been steadily improved.

2.2 The aspect of learning supervision

In terms of the learning supervision, the supervisor needs to strengthen the understanding of the students' homework and learning effects. The supervisor can communicate with the students During the class break, ask the students about their self-study and the correction of

homework, and strengthen the communication between teachers and students to enhance understanding.

For example, the class cadres in some classes are not serious in learning attitude and poor in academic performance, which has a very obvious impact on the overall academic performance of the class, and has a great negative impact on the construction of the style of study in the class. Therefore, it is not appropriate to select students with poor academic performance as class cadres. The assessment requirements for class cadres should be increased, and class cadres should be promoted to improve study atmosphere respect.

In addition, effective measures should be sought for some students who have low interest in learning, sleep in class, and watch mobile phones in class. Through ideological education, students can be encouraged to establish clear learning goals in order to improve their academic style.

The construction of style of study is closely related to the construction of teaching style, so supervision should urge teachers to attach great importance to the influence of their teaching style on the style of study.

Especially, During the process of listening in class, young teachers should not only absorb the advantages of other teachers, but also deeply analyze the reasons for the courses with poor teaching effect, analyze and understand the main factors that students do not study seriously, find out the problems from the point of view of students' learning, and attach great importance to improving the teaching mode from the point of view of cultivating talents.

Through improving the teaching style to improve the style of study, the initiative of students to learn independently is fully mobilized, so as to achieve the purpose of cultivating high-quality talents in colleges and universities.

2.3 The aspect of management supervision

In terms of management supervision , the supervisor should completes the work of listening to the teacher in class, midterm teaching inspection, graduation design inspection and subject construction inspection every year according to the specific requirements of the school , and submits a report on the problems and suggestions found in the supervision process.

However, managers do not provide enough feedback on the treatment results of the problems identified. Some problems have been significantly improved, while some problems persist but cannot be handled and explained by relevant departments.

For example, many failed students on a class do not take part in examination again, but hope that they can easily pass the retake courses in class, which wastes the university's investment in human resources to arrange these tests and plays a negative role in improving the style of study. In fact, the answer to this problem can be found in other university practice. That is to raise the threshold for the opening of refresher classes. If the number of people failing is less than a certain number, the re-study class will not opened and the failed students will be arranged with the next grade student. In addition, the management of newly recruited young teacher with PhD.s also needs to be improved.

In particular, the content of the three-year booster plan should not only emphasize the assessment of scientific research performance, but also include the basic requirements of teaching process

(including tutoring, answering questions, correcting homework, etc.). At the end of the three-year booster plan, the new teachers will be able to meet the basic requirements of teaching work, avoiding to follow the script and rushing to deal with the teaching tasks, so that the teaching quality can be basically guaranteed.

The information feedback of the supervision should be strengthened in universities. Information communication should be strengthened and mutual understanding and mutual support should be increased between management departments and teachers. The role of supervision system in promoting teaching management should be fully utilized, so as to promote steadily the level of teaching management and the quality of education.

Conclusion

Teaching supervision in universities can play an important role in strengthening teaching management, standardizing teaching processes, deepening teaching reform, and improving teaching quality.

On the basis of following the objective law of education and teaching, Managers in university should not only pay attention to the work of teaching supervision, but also formulate relevant policies on the problems existing in learning supervision and management supervision, so that the supervision system is gradually improved [9-10].

In the whole process of supervision of each link of teaching work, supervisors should pay attention to finding, refining and popularizing good experience, analyzing and discussing the existing problems, actively cooperating with managers to effectively solve practical problems. By improving and perfecting the monitoring and guarantee mechanism of teaching work, the quality of teaching in universities can be increased.

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