

The Reform of the Training Mechanism of "Secondary Examination Students" from the Perspective of Process Quality

Weixuan Ye*

Yunnan technology and Business University + 651700

yeweixuan_miya@163.com

*corresponding author

Keywords: Process Quality Perspective; Talent Training, Teaching Research; Educational Mechanism Reform

Abstract: Starting from the background of the demand for higher-level talents in the current era of knowledge economy, this article expounds the significance of the research on the improvement of the quality of "medium-graduate students". Through literature research, the content of student management system, student management concept, and the process of "medium-graded students" is managed. The composition and characteristics are explained. Based on a full comparison and analysis of the characteristics of student training management, the project management ideas are applied to the training of "secondary test students", focusing on the planning and start-up, execution and control, closing and feedback of the "secondary test students" during the training process. The research was conducted in the middle, later and later stages, and a feasible and scientific "secondary examination student" training model was constructed. Aiming at the characteristics of the purpose of "secondary examination student" training, a people-oriented management concept was proposed. Further combining the example of the school with the different characteristics of the management of "secondary test score students" in other schools, a comprehensive combination of policy analysis and empirical research is used to illustrate the characteristics of "secondary test score students" management from the perspective of project management. Through literature research, we summarize the key factors in the training quality of "secondary test score students", take "secondary test score management" as an example, take project management as the basic structure, and people-oriented as the basic ideas, and combine internal marketing theory, demand level theory, and expectation theory. Management theories such as equity theory, goal setting theory, and two-factor theory focus on analyzing the key factors that affect the training quality of "medium-graduate students" and propose solutions.

1. Introduction

With the continuous development of China's economy and the continuous deepening of the reform of the education and scientific and technological systems, the personnel system has also undergone tremendous changes. The competition for talents in the world has become fierce. Some student training systems are no longer adapted to the existing social environment [1-2]. With the steady expansion of the scale of talents, how to ensure the continuous improvement of the quality of student training? How to mobilize and motivate the enthusiasm of teachers and students to create high-value and high-level educational achievements? Yan school is an important base for student training. In practical work, it is necessary to change the work thinking in a timely manner, and change the direction of work from expanding the size of students to improving the quality of "medium test students". As a staff member who has participated in the management of "secondary test score students", I also deeply feel that there are many problems and dilemmas in the training, evaluation, and motivation of "secondary test score students" management, which also seriously affects the quality training of students. For practical management needs, I hope to find out some effective ways and methods through research to improve the existing problems in the management of "secondary test students" [3-4].

In the development of higher education. The cultivation of individual innovation ability has become a key factor in the success or failure of education, and it has been paid more and more attention. However, there is a logical relationship here: technological innovation and innovative consciousness depend on individual creativity and initiative. The cultivation of creativity and initiative depends on students' subjective consciousness [5-6]. In this sense, there is no innovation without the cultivation of students' subjective consciousness [7]. But where do students' subjective consciousness and subjectivity come from? For a long time, school education. "Examination-oriented education" is the biggest obstacle that inhibits students' creativity and initiative and hinders subjective training [8-9].

Therefore, we have also been seeking breakthroughs in the shaping of subjectivity in the reform of school education and the education system [10]. Then, this situation has arisen: in theory, it seems that the test-oriented education problem is solved, and all education problems and innovation problems will be solved easily; and in objective operation, no one can find more reasonable and fair education evaluation rules than exams, etc. Existence of exam-oriented education is tenacious. The author believes that while we often emphasize the educational reform theories of "changing the teacher's center to the student's center" and "letting students take the initiative to learn," we ignore a basic premise: the generation of subjectivity. Is it right for the students? I discuss it from the perspective of quality management. "School-student", "student-society (employer)", and "school-society (employer)" three pairs of relationships and students in these three pairs of relationships. Commodity providers "and" commodity "three role-playing situations, analysis of the reasons for the poor quality of teaching management of contemporary" medium test students "[11].

2.Method

2.1 The "School-Student" Relationship from the Perspective of Quality Management

This relationship is the basic relationship in the school education process. Students should exist as the main body of the school. This has become a consensus in the field of education, but the question is: "How do students exist as the main body of the school?" Generally, there are two understandings, one is that students should be the master of the school. because. Students are educated. "The concern of students, even in a sense, can be said. It depends on the students' efforts." So. Students "need to have a master's status in the school. They include the right to participate in school management, reform and construction, and also have some responsibility for their own learning and development." To further enhance the capacity of the entire education system in China and its service and output levels. "That is, to provide and continuously improve our service goods (education) in order to meet the needs of consumers (students), thereby promoting continuous improvement of both sides. The enthusiasm lies in the existence of students as consumers and customers, which provides a prerequisite for us to introduce advanced management concepts such as total quality management. And can promote the modernization and scientificization of education management. "Consumers" are not in conflict. Demand for goods (services)-supply of goods (services)-rising demand for goods (services)-supply of goods (services)

The economic process of "giving quality" promotes the quality of goods (services) required by consumers. There is a similar process in school teaching: "knowledge demand-supply (teaching)-quality of knowledge demand rising-supply (teaching) "The quality has risen." Students as consumers have also promoted the improvement of teaching quality through the above process. However, the reality is that our college students do not follow the principle mentioned in the role of consumers, that is, consumers want to use the least amount of Payments for maximum benefits

Or the best service. In other words: students are not a rational economic man in the economic activity of learning and consuming. This leads to it. The process of knowledge demand—supply (teaching) —increased quality of knowledge demand—supply (increased quality of teaching) was interrupted. The increase in quality of supply (teaching) cannot be achieved from the previous link ("quality of knowledge demand") Obtaining impetus. Obviously, students' role-playing in the teaching process may fail, and their initiative will naturally disappear, and the student's subjectivity

in the teaching process and teaching reform will not be logically established.

Based on the characteristics, needs and existing subjective and objective conditions of the research in this paper, the following methods are mainly used for research:

(1) Literature analysis method. Use the literature analysis method to review the existing literature such as books and papers, the scope of which covers Marxist theory, ideological and political pedagogy, philosophy, pedagogy, psychology, management, etc., to understand the current research status of practice and education in universities To analyze the shortcomings of existing research, so as to do the basic work for this research.

(2) System analysis method. By studying the overall connection of the practice education mechanism in colleges and universities, deepening the research on the structure and the interrelationships and interactions of the various elements of practice education, grasping the integrity of the system, and actively exploring the motivation mechanism, operation mechanism and evaluation mechanism of practice education The related mechanism forms a closed-loop working system from static construction and dynamic operation to evaluation feedback and optimization mechanism.

(3) Investigation and research method. Based on literature analysis and theoretical research, this research will use different groups of interviews to investigate relevant domestic government departments, enterprises and institutions, university leaders, and some teachers and students, and analyze the existing problems and causes of practical education in universities. Proposing countermeasures, constructing and innovating the mechanism of educating people through practice in colleges and universities provide relatively objective realistic basis.

(4) Empirical research method. This study takes three different types of universities as examples to conduct an empirical analysis of the operation of the practical education mechanism in universities. Through comparison and research, the successful experience and shortcomings in the practice of educating people in colleges and universities are analyzed not only for the implementation of the three mechanisms of motivation, operation and evaluation, but also to provide an empirical basis for the subsequent mechanism innovation in this paper.

3.Experiment

This research mainly adopts the questionnaire survey method. Through the questionnaire survey, relevant data is collected in a large sample. From the perspective of the process, it finds that the school has problems in the teaching management of "medium-graduate students" and makes a more objective analysis to seek optimization. The countermeasures of the teaching management process of "medium test students" in order to ensure the quality of teaching.

(1) Research object

In this study, the purpose of sampling was used to select the research objects. The sampling range for students is limited to full-time undergraduates in a certain school, and the sampling range for teachers is a correctional in-progress teacher. Student sampling is stratified according to the secondary colleges, and then the majors and grades are stratified, and samples are taken separately; the teacher sample selection is based on the experimental courses and titles given. A large number of groups have their own views on a certain issue.

(2) Structure and content of the questionnaire

The content design of the experimental teaching questionnaire is based on a process perspective. The experimental teaching process is divided into three dimensions: the experimental teaching preparation process, the experimental teaching implementation process, and the experimental teaching assessment and evaluation process. We designed several specific indicators around these three dimensions. The questionnaire (student article) includes a comprehensive evaluation of the "medium-graded students" personality average, merit evaluation, and so on.

4. Discuss

4.1 Experimental Investigation and Analysis

Table 1. Teaching scale

Years	Enrollment	Increase
2017	810954	15%
2016	746422	12%
2015	668165	13%
2015	597924	11%

In order to meet China's modern development and the economic and social needs for high-level talents, the scale of graduate education in China has entered a period of rapid expansion since 1999. In 2009, the scale of graduate schools has reached 1.4 million, surpassing the United States, and becoming a high-speed graduate. Educational growth.

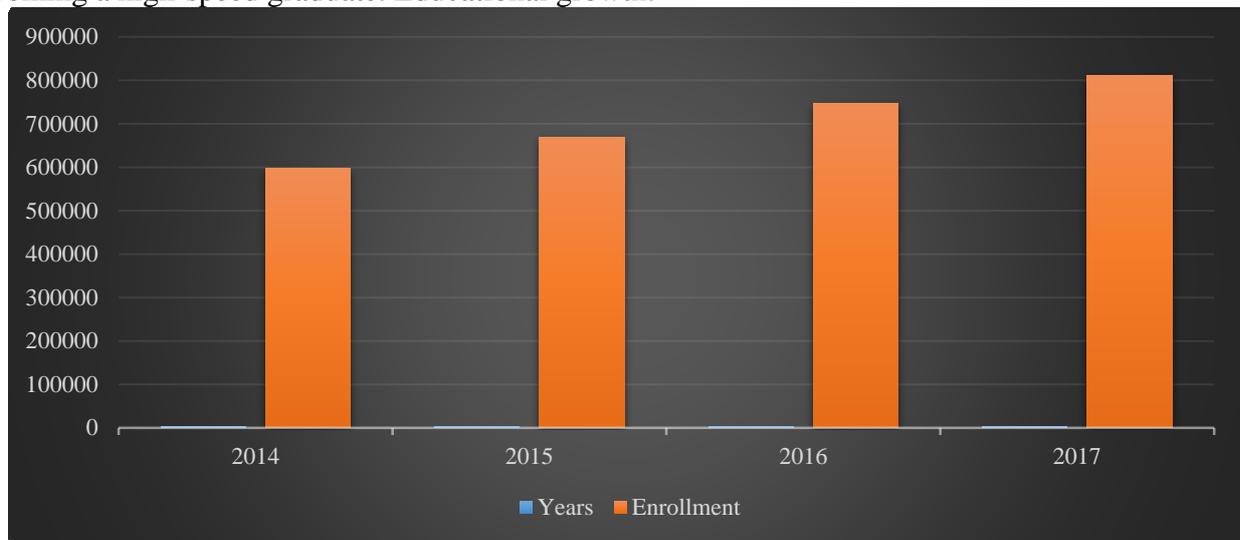


Figure 1. Teaching scale statistics

As shown in Table 1 and Figure 1, postgraduate education has been a public product for a long time, and its funding source is mainly national education funding. Fund sharing mechanisms based on multi-benefit subjects such as training units, employers, and individual graduate students have not been established. The singularity of funding sources for graduate students has led to a serious shortage of graduate education resources. The scale of management, one-size-fits-all training objectives, and restrictions on books, materials, and experimental platforms have all contributed to the decline in the quality of graduate education.

The expansion of postgraduate education provides more opportunities for postgraduate education. At the same time, the pressure of employment, the one-sided pursuit of high education, and the blind follow the trend have also prompted a large number of groups without research aspirations to join the postgraduate army. The National Postgraduate Admissions Adjustment Information System, while guiding the rational flow of students, also opens the door for these impure students. Some non-key colleges are forced to complete the admissions index, and it is difficult to achieve differential admission. Even some interdisciplinary students with the same academic ability are all rushed, which brings great difficulty to subsequent training, plus effective The graduate screening mechanism has not been implemented, and the traditional award system has limited funding limits and coverage. It cannot really establish a long-term quality assurance mechanism, and it is also unattractive to outstanding students, thus affecting the quality of graduate education at the source. .

4.2 Recommendations

Teacher selection and appointment, and teacher-student two-way selection are the traditional

management methods to realize the construction of mentor team and the identification of teacher-student relationship, but in the process of specific academic guidance and scientific research ability training, management power is difficult to penetrate. On the one hand, the mentor failed to straighten out the relationship between graduate training and teaching and scientific research, and regarded the guidance of graduate students as pure work tasks. The teacher-student relationship was loose, lacking enthusiasm and initiative, and the work input was entirely dependent on individual moral self-discipline and Responsibility awareness; on the other hand, the management level lacks effective incentive and restraint mechanisms. Most of the instructors passively follow the training process, and the consciousness and autonomy of the instructor in the important aspects of quality generation are not prominent. Some mentors have outdated concepts and believe that "the master leads the practice and practice in the individual", leaving the students alone, or letting the higher grades bring the lower grades; some training units have limited mentor resources, and some mentors without projects and funds also participate in graduate guidance. Students Without proper scientific research training, their ability and quality are greatly reduced. Practice is endless, and theoretical research is endless. The new era has begun a new journey of social practice for young students, and the new era has also put forward new missions and new requirements for colleges to practice and educate people. At present, we are standing in a new historical development position. We must not only actively solve the shortcomings and problems in the practice of educating people in universities, but also take the initiative to integrate into the changing and development that the future society will bring us, and we must be brave. Practice the thought of socialism with Chinese characteristics in the new era. The new period of historical development will provide us with a broad stage for practice, which is both an opportunity and a challenge; it is both the mission of young students and the responsibility of ideological and political educators. Therefore, we must not only continue to explore the development law of practice education in universities, but also study the optimization and improvement of the practice education mechanism in universities, guide the practice with scientific theory, and promote the practice with multi-dimensional innovation.

5. Conclusion

Under the guidance of Marxist theory, we must actively explore the research of practical education theory from an interdisciplinary perspective, and build a research paradigm of practical education. It is necessary to adhere to the problem-oriented and demand-oriented, combining the characteristics of the times, and pay close attention to the regular and cutting-edge issues in the practice of educating people. For example, the ideological guidance of practical activities in the process of internationalization of higher education, the question of how to train "secondary test score students", the innovative development of the practice education mechanism in colleges and universities in the intelligent era, and the research on the flexible operation of college education practice mechanism. The era is the mother of thought, and practice is the source of theory; there is no end to practice, and there is no end to theoretical innovation. With the pride of the new era and the spirit of never waiting, we must continue to study the methods and carriers to improve the scientific level of practical education, research and improve the policies and systems for the construction of practical education systems, continuously explore the laws of practical education, and actively promote universities The innovative development of the practice education mechanism provides theoretical support and decision-making basis for improving the quality of practice education in universities, and practically enhances the pertinence, science, and effectiveness of practice education in universities.

Acknowledgements

Source: science research fund project of yunnan provincial department of education 2019 (subject no. : 2019J0984)

References

- [1] Richard B. Saltman. The impact of slow economic growth on health sector reform: a cross-national perspective[J]. *Health Economics Policy & Law*, 2018, 13(3-4):1-24.
- [2] Fozia Nazir Lone. The Enigma of the Hong Kong Injunction Cases – A Perspective on Political Question Doctrine, Separation of Powers, Rule of Law and Universal Suffrage[J]. *ICL Journal*, 2017, 10(1):3-29.
- [3] Maja Šerić. Relationships between social Web, IMC and overall brand equity: An empirical examination from the cross-cultural perspective[J]. *European Journal of Marketing*, 2017, 51(3):646-667.
- [4] Kevin M. Hemer, Rosemary J. Perez, Lincoln Wesley Harris. An Examination of Factors That Contribute to the Development of Perspective Taking[J]. *Journal of College and Character*, 2019, 20(2):144-162.
- [5] Agnieszka Skrzypek, Marta Szeliga, Agata Stalmach-Przygoda. The Objective Structured Clinical Examination (OSCE) from the perspective of 3rd year's medical students - a pilot study[J]. *Folia Medica Cracoviensia*, 2017, 57(3):67-75.
- [6] Ronald E. Stewart, Daniel Betancourt, James B. Davies. A multi-perspective examination of heat waves affecting Metro Vancouver: now into the future[J]. *Natural Hazards*, 2017, 87(2):791-815.
- [7] Nicholas Gilmour, Tristram Hicks, Simon Dilloway. Examining the practical viability of internationally recognised standards in preventing the movement of money for the purposes of terrorism: A crime script approach[J]. *Journal of Financial Crime*, 2017, 24(2):260-276.
- [8] Ricardo Vinícius Dias Jordão, Vander Ribeiro de Almeida. Performance measurement, intellectual capital & financial sustainability[J]. *Journal of Intellectual Capital*, 2017, 18(3):00-00.
- [9] Connor Pearce. Reality and Fiction in Contemporary Television: The Case of *Skam*[J]. *Tdr the Drama Review*, 2017, 61(4):156-161.
- [10] Kueh Hua Ng, Rusli Ahmad. Personality traits, social support, and training transfer: The mediating mechanism of motivation to improve work through learning[J]. *Personnel Review*, 2018, 47(1):39-59.