Analysis on the Path of Innovation and Development of Teaching Supervision in Colleges and Universities

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Abstract: With the establishment and improvement of the education supervision system and the development of supervision activities, we are concerned not whether we should pay attention to education supervision, but how to make education supervision play a role in educational practice under the guidance of educational theory. The issue of educational practice activities. The strengthening of educational supervision theory, the exploration of the law of educational supervision and the establishment of a scientific educational supervision theory system, the ultimate goal is to lay the foundation for the increasingly rich educational actual activities, so that educational supervision can be scientifically and efficiently in educational practice. Play its role. This paper makes a brief introduction to the current situation of teaching supervision in colleges and universities, and analyzes the problems existing in the teaching supervision work, and puts forward the implementation path of innovation and development of teaching supervision in colleges and universities.

1. Introduction

With the continuous development of education in China and the continuous development of education supervision and practice, China's education supervision system has gradually improved and standardized [1-2]. Relevant departments have issued a number of document policies, requesting to further strengthen the supervision team construction, improve the supervision system, and require the formation of educational supervision regulations and legal supervision procedures from the central to the local [3-5]. In order to adapt to the development of education modernization, education supervision should adhere to the concept of scientific development, use the scientific development concept to guide education supervision, correctly grasp the law of education development, accurately implement education policies and regulations, adhere to the concept of serving the development of education science and people-oriented The idea of creating an education that satisfies the people; adhering to the concept of democracy and the legal system [6-9]. The function and function of teaching supervision is the result of the supervision and supervision functions of the teaching supervision agencies and supervisors [10]. The reasonable understanding and positioning of the teaching supervision function can enable the supervisors to correctly grasp the nature and responsibilities of their work, do something and do something, so that the teaching supervision work can be carried out smoothly, and the quality of teaching should be properly monitored and guaranteed [11-14]. The teaching supervision work system can better supervise and motivate the main body of the activities under the system, and it is also an effective basic guarantee for the teaching supervision of colleges and universities.

2. Analysis of the Teaching Supervision Work in Colleges and Universities

2.1 Definition of Teaching Supervision.

The term "teaching supervision" can be considered to be derived from the education supervision of our country. In the 1990s, colleges and universities generally recognized that attaching importance to the supervision and guidance of teaching quality is an organic and important component of improving the quality and teaching level of talents in schools, and its importance is

becoming more and more prominent. Therefore, many colleges and universities have successively established special Sexual institutions, special guidance on teaching, this is the so-called teaching supervision. Colleges and universities are the land where teaching supervision sprouts and survives. In recent years, there have been many theories in the definition of teaching, but it is generally believed that teaching is the granting and transmission of knowledge and experience. Teaching is a form of education, and teaching supervision belongs to the scope of supervision and guidance adopted by the management department on school teaching activities. Some people regard it as the internal supervision system of the school. It is considered to be "a kind of internal supervision of the school. It is a series of measures for the supervision, guidance and evaluation of the teaching activities to ensure the quality of teaching". It should be considered as Quality regulatory measures. Some people also define the teaching supervision from the function, and believe that the teaching supervision supervises, evaluates and inspects the teaching work according to the scientific theory of education, and adopts effective methods and means to promote the teaching effect and quality to achieve a win-win situation.

2.2 The Position of Teaching Supervision.

Within the teaching management system, teaching supervision belongs to the basic decision support system and is located in a coordinated position. This is different from the general teaching management department, and also different from the special evaluation organization. It is a simple staff organization. Its main function is to be responsible for teaching and service, collect good information, and take targeted supervision behavior. The author believes that "supervision, as an internal element of the whole teaching management system, has unique significance, authority and non-administrative nature, and can not be replaced by other factors in the system". Generally speaking, teaching supervision refers to the supervision, evaluation, inspection and guidance of teaching and teaching management within the scope of the university based on some inherent working principles, procedures and methods, relying on some organization within the university. It is a relatively autonomous guarantee of teaching quality within the university. And the conduct of monitoring.

2.3 The essence of Teaching Supervision.

Should-be and reality are two states of things'development. They are not antagonistic. Emphasizing that the ideal ought-to-be state of teaching supervision in Colleges and universities is not to neglect practice and deny the reality, but to take full account of the realistic conditions and restrictive factors faced by the development of teaching supervision in Colleges and universities, and to make use of the impetus of the ought-to-be state and the existence of the actual state. The resistance and interaction between them can build a bridge from reality to the status quo, make the development of teaching supervision work in Colleges and universities move towards the ideal, and achieve the purpose of supervision. Only by recognizing the essence of teaching supervision, can we attribute the existing problems, grasp the focus of work, use resources in the most important aspects of work, effectively solve problems, and make the supervision work come true. Understanding the essence of supervision requires teaching supervisors to have insight into the whole process of teaching, clarify the main and secondary contradictions from various dimensions, find a breakthrough and make systematic planning, otherwise deviating from the essence will lead to internal friction, leading to one-sidedness and limitations of the work.

3. Problems in the Teaching Supervision Work of Colleges and Universities

3.1 The Teaching Supervision System is not Sound Enough.

At present, the education supervisory system and system in China have relevant systems or guiding documents in the work of the education authorities to determine or define them. This has become an orderly and continuous advancement of education supervision. An important foundation for development. Although there are many studies that believe that educational supervision is

covered or contains teaching supervision, in practice, according to the "accurate" understanding of teaching supervision, especially for the teaching supervision of colleges and universities, many aspects are not enough. Practical, relevant guiding policies and institutional design are also very scarce. The system of supervision is like a specific operational element, including the objectives, standards, evaluations, and contents of the supervision report. The research supervision system must be grasped from the details of its operational elements.

3.2 The Structure of the Teaching Staff Is Uneven.

It is well known that "a good team will promote the development of the cause", and this law is also in line with the construction of the teaching supervision team. The current environment of higher education is not satisfactory, as shown in Figure 1. The staff of the supervision team should choose retired teachers with good quality, high standards, rigorous academic study and high prestige, so that they are objectively and authoritative. This view has actually been absorbed by most schools and has been playing a role. However, due to their age and the position they are in, they may have the idea that "there is no offside in place and help not to add chaos", so in the process of participation, it will flow in form and develop for a long time. Not conducive to the management of the school. The discipline and professional background of supervision are not considered. There are hard-impact factors in the choice of subject and professional background. It is impossible for the supervisor to arrange one for each subject or major, or to consider these factors at the time of selection.
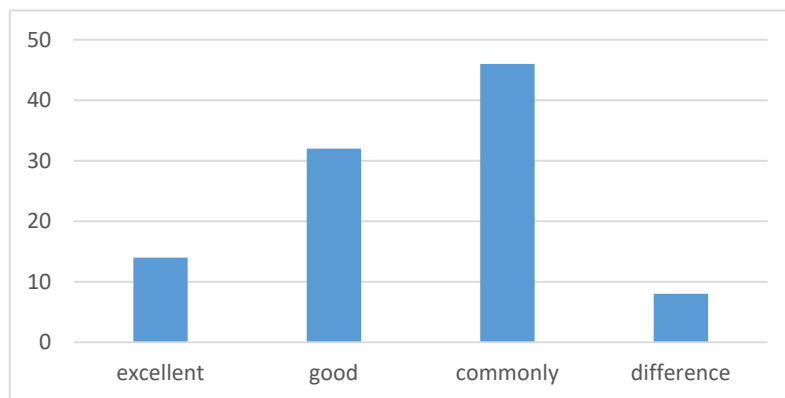

Figure 1. Unbalanced teacher team

3.3 Relevant Departments are not clear About the Teaching Supervision Work.

Since the performance of teaching supervision cannot be produced in a short period of time, on the surface, teaching supervision is only in the position of supervising and guiding teaching. Therefore, teaching management often ignores teaching supervision. Therefore, it is often overlooked that there is such a team. presence. The result of such awkward situation is ultimately due to the lack of awareness of the importance of teaching supervision, and it is placed in a position that may or may not be. Secondly, there are many colleges and universities that supervise their work just to focus on lectures and examinations. They have not participated in specific teaching reforms, so professional construction, team building, and curriculum construction are difficult to develop. An important factor affecting the quality of teaching. If there is a lack of systematic training and management of supervision, it will lead to the closure and lack of internal experience of supervision. Without the inter-school and inter-regional supervision, there will be a phenomenon of "managing itself and supervising oneself" and losing. It should be fair and authoritative. Therefore, the supervision work needs to be fully opened. It requires the efforts and cooperation of many departments: from the perspective of the leaders, it is necessary to discuss and formulate the plans and plans for supervision, and the supervisors themselves should work hard and actively implement them. Teachers and students must actively cooperate and participate in the corresponding activities of supervision, so that everyone can work together to ensure that the work of teaching supervision is finally implemented.

4. The Path of Innovation and Development of Teaching Supervision in Colleges and Universities

4.1 Construction of Teaching Supervision Work Mechanism.

The system should not be too abstract and general, otherwise there will be only qualitative requirements, and there will be no specific quantitative standards, which will make the implementation of the work more flexible, resulting in arbitrary discretion, lack of specific implementation rules and is not conducive to implementation. First of all, an effective feedback mechanism is a necessary condition for achieving the goal. It is not possible to focus on the "supervisor" because there are many unpredictable factors in the classroom. For teachers and students, useful feedback is very important. Feedback is mutual, including active seeking feedback and proactive feedback. Then, to be objective, fair, and fair, there must be a clear and unified evaluation system and evaluation criteria, that is, a measure of the level of teaching, the quality of teaching, and the quality of teaching. The ideal supervision and evaluation criteria should be characterized by effectiveness, credibility, identifiability, objectivity and pragmatism. Finally, to eliminate management inefficiency, eliminate accountability vacuum, improve internal competition, and enable teaching supervisors to voluntarily generate motivation for active work, it is necessary to establish the authority and responsibility of teaching supervisors, and provide standards and basis for supervision and evaluation activities, so that supervision People can set goals for themselves, review and revise them on a regular basis, and continuously scan the environment to anticipate work needs, in an effort to develop the knowledge and skills they should master and complete the supervisory tasks.

4.2 Strengthen the Construction of the Teaching Staff.

The input part of the supervision system is composed of a large number of information. Therefore, the construction of the supervision team is also the most basic input part of the system. The role of people in the system is quite prominent, and the quality and ability of the personnel in the whole system will also be affected. To the normal and effective operation of the system. Schools should establish a set of systems and measures that are standardized, efficient, systematic and scientific. For example, including the system of selecting and hiring centered on the supervision and certification system, the incentive system centered on monitoring performance appraisal, and even The existence of personnel mobility and competitive mechanisms. The most critical resource for building an internal teaching supervision model lies in people. In fact, people are the key issues that affect and play a role in the effective operation of teaching supervision. In addition, teachers who have the ability to innovate and develop must also incorporate teachers who are concerned about teaching reforms, who are familiar with policies and regulations, and who have a passion for teaching supervision, and who are also included in the supervision team. At the same time, the supervisors must also have super high personality, healthy body and high quality psychological quality. In short, at present, the teaching supervision work in China is still in its infancy, and there are some unreasonable situations in the teaching supervisors, teams, and structural levels. When the personnel ability and quality are not high, we must give full play to their respective capabilities. And quality.

4.3 Understanding the Function of Teaching Supervision.

Teaching supervision is a means to help managers, teachers and students form a willingness and ability to improve teaching activities, and to transform work experience into personal capital through the resources obtained from the supervision work, so as to improve the quality of teaching. Supervision is not to maintain the current situation of teaching in Colleges and universities. It should not only focus on how to complete the current tasks and deal with the complex problems, but also shoulder the responsibility of innovation and preparation for the future. Rules are difficult to change unless unusual changes force the supervisor to redefine the value of the work, so the supervisor should be committed to the formation of working standards, rather than to the lucky expectation that work can occur and develop naturally. Managers should devote enough attention to

the promotion of supervisory work, improve management and leadership, excessive management and insufficient leadership is an important reason for the resistance of supervisory work. Only by forming consensus among the main bodies, supporting and cooperating with each other, can the individual's subjective initiative be brought into full play, the strength of all parties can be maximized, the working potential can be stimulated, and the waste of resources can be avoided.

5. Conclusion

Educational supervision is a relatively independent and indispensable link in the process of educational management. It is an important part of educational management. Because of its unique functions, it plays a different role from other educational management activities. According to the relevant provisions of education supervision, the connotation of education supervision, the status and role of education supervision in education management and the historical development of education supervision, the main functions of education supervision in China mainly include four functions: supervision, evaluation, guidance and feedback.

Acknowledgement

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