

Research on the Reform and Management of Curriculum Teaching Examination in Colleges and Universities

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Abstract: At present, improving the teaching quality is the ultimate goal in the teaching examination and examination of colleges and universities in China. the purpose of the reform of curriculum teaching examination is to make learners in the atmosphere of learning and to transform the knowledge they have mastered into practical experience. based on the analysis of the importance and shortage of the examination of the course teaching in colleges and universities, this paper puts forward some corresponding suggestions on the management of the examination of the course teaching in colleges and universities.

1. Introduction

As an important teaching form in higher education, curriculum teaching focuses on training students' practical ability. With the change of social demand for employment, most employers will choose students with strong practical ability and high professional accomplishment when selecting candidates independently. In the current era, knowledge talents have been replaced by practical talents to meet the needs of enterprises. Therefore, the related courses in colleges and universities teaching test is also a priority for employment, strengthening the management of students during the course of the inspection work, test the content also accords with the demand of the production line, earnestly for the enterprise to cultivate a batch of choose and employ persons with high professional quality, strong hands, really have to go under the “, to use and to retain “practice ability of talents.

2. The Importance of Curriculum Teaching and Examination Reform

2.1 Development Requirements of Higher Education

With the rapid development of higher vocational education in China, the development direction of colleges and universities mainly focuses on teaching quality, teaching efficiency and so on. At the same time, examinations are regarded as an important way for colleges and universities to check the teaching quality. At present, institutions of higher learning take training students to become advanced technical practical talents as the educational goal, focusing on training students' practical ability. Therefore, the examination content of the school is not only the examination of theoretical knowledge, but also the examination of social practice ability, and perfect a set of examination and evaluation system suitable for colleges and universities.

2.2 Unique Needs of College Students

The advantage of the students in colleges and universities is that they are active in thinking, while the disadvantage is that they are relatively weak in self-control. However, due to the large number of student sources, the overall learning level of the students is greatly different. Therefore, it is decided that colleges and universities should not adopt a “one-size-fits-all” method in the examination, but gradually change the traditional examination method, and adopt different examination methods according to students' different ways of learning and mastering. Therefore, institutions of higher learning, according to the individual needs of students, carry out targeted

assessment, so as to better stimulate students' learning potential.

2.3 Deficiencies of Traditional Examinations in Colleges and Universities

There are still many inadequacies in the examination of colleges and universities. For example, it ignores the assessment of students' practical ability, thinking ability and innovation ability. In the form of examination, the examination method is simple, the content of the examination is limited to the teaching material, the examination result is emphasized, the practical ability is neglected, and so on. All these phenomena are not conducive to the cultivation of students' practical ability, and more seriously hinder the realization of the teaching goal of colleges and universities. Therefore, it is necessary to reform the traditional examination in colleges and universities.

3. Reform of Teaching Examination and Assessment Methods

The examination usually consists of: the examination form, the examination place, the examination time and the examination proposition and so on, therefore, the examination reform also needs to start from these several aspects.

3.1 The Content of the Examination Form Reform

Institutions of higher learning focus on cultivating students' professional quality and practical ability. Therefore, teachers of each course can decide the examination methods by themselves according to students' learning and mastering degree. The methods can be diversified in content and form, which can be divided into:

1. Written examination: Written examination can be divided into open book examination, half open book examination (during the examination, students can refer to the prepared materials), closed book examination, unit examination, creative examination, case analysis report and so on.

2. It can also be a research report on enterprises, products and prices. Interview method: the interview methods mainly include: personal speech introduction, personal expertise display, and group interview and so on.

4. Skill Test Method: Skills Testing Includes Computer Operation, Hands-on Operation, and Product Design and Other Testing Methods.

4.1 Examination Venue Reform

The examination site can be set in the classroom, and the use of traditional ways to carry out specific assessment; New examination methods can also be used to select examination sites outside the campus (practice base examination, telephone examination, network meeting, video location examination, etc.).

4.2 Examination Time Reform

The examination time may not be uniformly arranged at the end of the semester. The examination time can be arranged in advance, on time or later according to the learning progress, so as to make the examination time more flexible. When students have completed two-thirds or more of the course, they can apply to the teacher for an exam to avoid conflicts with other courses.

4.3 Reform of Examination Questions

Institutions of higher learning focus on cultivating students' professional quality and practical skills, so as to reform students' course examination. For example, reform is carried out in the structure of examination papers. Classify the types of questions, the degree of difficulty and the amount of questions in an orderly way. Requirements for scoring criteria to be simple, clear, easy to grasp.

5. Practice Teaching Examination Reform Measures

In the usual examination process, the performance during the internship is often taken as the main basis for the assessment in the practical teaching stage. For example, during the internship, I actively submit my internship experience, internship summary and internship report, etc. However, the teaching quality during the internship, the practical level mastered, as well as the personal attitude during the internship, the harvest and other practical aspects of the content is less considered, and some even no such content. Therefore, we need to change the assessment concept in the practice stage, will train students' comprehensive skills as the key goal, in the practice stage, comprehensive use of a variety of methods, focus on the comprehensive ability of students for assessment.

5.1 The Assessment Should Cover the Whole Practice Link

First, the teacher at the beginning of the semester, to students to speak clearly: the course examination methods, test information and other key information. In the course of lecturing, teachers should emphasize that students' learning during the whole internship will be regarded as process assessment, final assessment and regular assessment, and ultimately focus on cultivating students' professional quality and practical skills, and effectively guide students' understanding of the work during the practice.

Second, in the course of teaching, teachers should divide the whole process into several stages and adopt phased assessment method. The teacher should focus on the shortcomings of the students in each assessment period, especially pay attention to the shortcomings of the students in skills, so that the students understand their own shortcomings, and for its re study, to achieve the effect of proficiency. As a key step in practice teaching, this kind of examination method effectively realizes the purpose of examining the teaching quality of the course.

5.2 Determine the Assessment Method According to the Content

First, the content is divided into several stages, and combined with the teaching content of each stage to further clarify the assessment methods, scoring standards and assessment requirements. For example, which projects need to be completed in the way of practical operation, which projects need to be completed in the way of interview defense, which projects need to be completed in the way of oral explanation in the process of practical operation, which projects need to be completed in the way of team cooperation, etc.

This kind of assessment method based on the content can greatly improve the consciousness of students' active learning, so that students understand what needs to be mastered at each stage in advance, so as to avoid the focus of the review when taking the exam.

5.3 Strengthen the Emphasis on Process Assessment, Reduce Results

In the course of course teaching, the key point should be placed on students' practical ability, and the key point of practical ability is in the process of practice. For example, the exam grade for each course is based on the final exam score plus the normal score, and the final score and the normal score should account for 30% and 70% respectively. Among them, students' usual grades are obtained by adding up the performance scores of each class. For example, in the first lecture period, students can be checked: Whether there is a late phenomenon, whether the school dress requirements, whether to obey the classroom discipline; In the second speaking class, check the students: whether actively participate in class discussions, whether actively speak and ask questions; During the third test period, check whether students have completed class assignments, class tests, unit tests, etc. The fourth section, as a skill test period, is required to test whether students are proficient in skills, whether the practical training operation meets the homework requirements and whether the design of the work meets the requirements of the skill test. The fifth section is the preparation of the report results, the need to check the students' research reports, training reports and creative reports.

5.4 The Assessment Should Conform to Standardization and Standardization

In the assessment of students, it is necessary to determine the assessment standards and levels of each project according to the vocational skills appraisal standards and the actual employment needs

of enterprises and units. At the same time, we should also establish the relevant test database to ensure the standardization of the assessment items. In terms of setting questions, the following criteria should be strictly followed: first, the questions should contain most of the knowledge of the practical course; Second, the types of questions should be based on subjective and objective questions, including comprehensive questions, question and answer questions and operation questions. Third, the difficulty of the questions should be distinguished, which are easy questions, which are difficult questions, the ratio should be 1:3.

5.5 Assessments Can Be Interchangeable or Substituted

Each student's specialty is not the same, in the process of practical teaching, we should fully stimulate the student's personal learning advantage, and with the help of this advantage to help the student self-growth.

First, when a course fails the students, the teacher should carefully analyze the students' strengths, interests and hobbies, and combine the professional characteristics and needs, according to the actual situation targeted to cultivate students' professional skills. At the same time, students can also take the initiative to negotiate with the teacher about the content and method of the exam, so that students can master practical skills and pass the exam smoothly. Second, students can take the corresponding professional qualification examination, obtain appropriate professional qualification certificates, can directly replace the failed in the exam at school courses, or don't have to attend the exam of the school courses, directly to the vocational qualifications examination results in student achievement, to achieve the national vocational qualification examination and campus sync and unified. Third, students can also take part in various kinds of vocational skills competitions organized by the government, and those who have won relevant prizes in the competitions can also substitute for failing courses and cover up their money as part of relevant courses. Fourth, students in the internship to participate in the pre-job training or in the internship and employment, the employer of excellent evaluation, can replace in the school exam failed subjects.

5.6 Pay More Attention to the Assessment of Practical Skills

For college students, professional skills are the proof of personal employment. Therefore, we should pay great attention to the examination of professional skills during the school period. During the examination, we should not only verify our own knowledge level, but also verify our hands-on ability, as well as the professional handling ability to solve equipment failures. First, the examination room should be arranged into a practical scene. The exam questions are from the problems encountered in the field practice, which helps to improve the ability of students to use basic knowledge to solve on-site problems. Second, in the examination process, ask the students to say step by step operation, let the students operate in accordance with the process step by step operation, and ensure that there is no mistake in the operation.

Third, when students use theoretical knowledge to solve on-site problems, they should draw inferences from one example and apply what they have learned to the process of on-site problem solving.

5.7 Improve the Curriculum Teaching Assessment and Evaluation System, Highlighting the Characteristics of Talent Training

The course teaching examination and evaluation reflects the course teaching quality and verifies the teaching effect. The design of evaluation indicators requires fairness, operability and evaluability, and more importantly, it should fully stimulate students' spirit of practice, make students have motivation and goals, and make students give play to their advantages. Therefore, in the course teaching assessment and evaluation system, we should do the following work:

First of all, the emphasis on the ability based evaluation, to achieve the simulation, simulation and real work in the evaluation, the requirement of the ability evaluation method should be close to the actual work, can reflect the advanced technology and management level of modern enterprises, emphasize the evaluation system of The Times. Secondly, it emphasizes the evaluation of students' individual skills. Evaluation system designed to encourage students' individual character

development advantage, let the students take an active part in social practice, and after class activities, and through the entrepreneurial practice, reading extracurricular books as evaluation content, such as to acquire advanced professional skills certificate, above the city department level scientific and technological competition awards, and participate in the research aspects of the outstanding student, credits and prizes.

6. Conclusion

To sum up, under the current intense employment pressure, the teaching examination and assessment content of colleges and universities should also conform to the actual needs, cultivate applied talents, and take this as the main way of discipline inspection. In addition, the way of examination examination reform in colleges and universities is a complicated system engineering, from the training goal, curriculum design, teaching process and teaching means, etc, deep thinking, always adhere to the people-oriented, take the student as the main body of teaching, give full play to the initiative of students and teachers, for the country to create more advanced technology applied talents.

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