

Analysis and Research on the Teaching Management Mode of College Teachers from the Perspective of Macro-education

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Abstract: The teaching management mode of college teachers is a key factor affecting the cultivation of talents. With the progress of society, from the overall level of college education in China, there are many problems in the teaching management mode of college teachers. This paper analyzes the current situation of college teaching management under the macro education concept. Take the concept of student education and modern education as the principle of teaching management. Based on the perspective of macro education, it puts forward suggestions on the optimization of teaching management mode of college teachers.

1. Research background

1.1 Literature review

Based on the basic design idea of the evaluation system of teaching management execution, Liu and Qu constructed an index system for evaluating the execution of teaching management, and proposed the evaluation system of teaching management execution and the design method of control methods (Liu and Qv, 2012). Ding and Lin comprehensively analyzed the problems existing in the management of colleges and universities, and proposed suggestions for updating the concept of teaching management, improving the management system and improving the monitoring system of teaching quality (Liu and Ling, 2012). Based on the backwardness of the teaching concept of colleges and universities, Yuan and Chen discussed the two dimensions of the connotation and performance of teaching management in colleges and universities. They proposed that the level of education management should be improved, and the analysis of the management of teaching management and the improvement of the management system should be strengthened (Yuan and Chen, 2012). Wei and Hu proposed the suggestions for how to improve the experimental teaching management methods and methods (Wei and Hu, 2014). Li and He comprehensively analyzed the status quo of information management in colleges and universities. They pointed out that resources are difficult to share in the process of informationization, system flexibility is low, and the construction of teaching management team cannot keep up with the pace of information construction. They proposed emancipating the mind, strengthening training, and coping with the strategy of talent training (Li and He, 2013).

1.2 Purposes of research

College teachers shoulder the important responsibility of delivering innovative and technical talents to all sectors of society. The teacher's teaching management model is a key factor affecting the cultivation of talents (Ma and Yang, 2015). With the progress of society, the current teaching management mode of college teachers is not enough. Therefore, college teachers should actively establish macro education concepts and accelerate the pace of changing the traditional teaching management model. At the same time, improve and optimize the new teaching management mode. This paper analyzes the current situation of college teaching management under the macro education concept. Take the concept of student education and modern education as the principle of teaching management. Based on the perspective of macro education, it puts forward suggestions on the optimization of teaching management mode of college teachers. In order to meet the requirements of social and economic development on the teaching management of college teachers.

2. The current situation of college teaching management under the concept of macro education

2.1 The lack of macro education concept

At present, from the overall level of college education in China, college teachers generally lack macro education concepts (Shi et al, 2016). Therefore, in the process of constructing the teaching management system, there are many problems and many influences. The main impacts are the slow improvement of the teaching management mode, the low quality of teachers' teaching management, and the low integration of teaching theory and practice. The reason for the slow improvement of the teaching management model is that college teachers still adopt the traditional teaching management mode and teaching methods, and do not pay attention to the actual utility in the process of model improvement, only blindly follow the trend (Li, 2017). The lack of advanced macro-educational ideas in the process of improvement leads to students' low participation in teaching content, initiative and interest. There are two reasons for the low quality of teachers' teaching management. On the one hand, many teachers, due to their age and lack of experience in the use of modern teaching equipment, frequently use the blackboard in the teaching process, which makes the classroom inefficient and difficult to stimulate students' interest in learning. On the other hand, the comprehensive quality of teachers is low, and it is impossible to guarantee the quality of teaching during the development and management of teaching activities. College teachers generally focus on theoretical teaching, and the application of macro education theory is low, which leads to low integration of teaching theory and practice.

2.2 Lack of extracurricular activities

Extracurricular practice courses are not only important for the health of students, but also enhance students' interest in learning. At present, most colleges and universities have already understood the importance of extracurricular practice activities, and correspondingly carried out some extracurricular practice content. However, compared with the time ratio and content richness of the theoretical course, practical activities are still quite scarce. It can be seen that colleges and universities still adhere to the traditional educational concept, and the concept of macro education has not been fully absorbed, and the teaching concept has not been fundamentally changed. At this stage, the university is essentially a theory and practice. For colleges and universities, teachers should be highly valued in cultivating technical talents. Extracurricular practice courses not only improve students' professional skills, but also develop students' interest in learning and interpersonal communication. Therefore, the quality of teachers' teaching is further improved, which is conducive to the further improvement of teaching management.

2.3 Unreasonable education and teaching evaluation

The evaluation of teachers' teaching management level is an important part of teaching management. A correct and fair teaching management evaluation program can effectively help teachers discover loopholes in the teaching and management process. At the same time, an optimal solution to the problem can be proposed. However, most colleges and universities currently ignore the teacher's teaching management evaluation work, and only use student achievement as the main evaluation index. As a result, teachers' work focuses on student achievement, which makes the teacher's teaching management system not efficient and perfect. A single and deviating evaluation method cannot reflect the true teaching management level of teachers, and cannot provide effective help to teachers' teaching management.

2.4 Lagging teaching management measures

Colleges and universities and ordinary higher vocational colleges have different emphasis on teaching, teaching, and personnel training. Most college teachers do not formulate and optimize teaching management models according to their own characteristics and teaching methods. Teachers only carry out teaching management work according to the requirements of school personnel training, which leads to the phenomenon that teaching and management work is free in teaching management. Under the macro education concept, college teachers fail to embody

uniqueness, functionality, and high level in education and teaching management, and achieve poor teaching levels. Some colleges and universities recognize the problems in teaching management, but they are only empty and have no effective means of implementation. At present, colleges and universities have extensively carried out the talent training model of cooperation between schools and enterprises, in order to realize the integration of educational theory and practice through this model, to achieve the purpose of talent-to-enterprise transportation, and to realize the teaching objectives of students' specific knowledge. Under the continuous development of the economy, all walks of life are also developing at a rapid pace. For example, the requirements of some large enterprises for employees are constantly improving. Therefore, colleges and universities pay more attention to the macro education of talents. College teachers also need to combine the needs of society, the development of the times, and constantly optimize, multi-angle and multi-faceted improvement of teaching management mode.

3. The application principle of macro education concept in college teaching management

3.1 Applying the concept of student education

The main purpose of student education is to enhance students' interest in learning. As the core idea of current education reform, student-oriented education is of great significance to solve the problems existing in the current teaching management. In the traditional teaching management mode, teachers use only theoretical knowledge to teach, and do not combine the corresponding practical curriculum-assisted teaching methods. Therefore, student participation is extremely low. At the same time, because the teaching progress and content control rights are in the hands of teachers, teachers have absolute decision-making power, which is not conducive to students' multi-directional and all-round development. In the process of implementing teaching management, teachers need to fully understand and apply the concept of student-based education, and take students as the main body of the class, so that students can fully participate in the teaching content and have the initiative in the classroom. Teachers only serve as an auxiliary and guiding role. Improve the efficiency of teachers' teaching management through the improvement of students' initiative and interest in learning. In the process of implementing the teaching management mode under the macro education concept, teachers should adapt to the changes of their roles as soon as possible, actively communicate with students, and summarize relevant teaching experience to continuously optimize the teaching management mode.

3.2 Establishing a modern educational concept

The concept of modern education is an educational concept that fully mobilizes students' enthusiasm for learning through the combination of existing scientific and technological means and traditional teaching modes. Modern teaching methods are an important driving force for the reform of the teaching management model. Teachers need to fully understand the modern educational concept, improve the ability to use and use advanced educational equipment, and make progress together with the times. Traditional teaching tools mainly rely on blackboard books, and teachers teach students through blackboard books. However, compared with modern advanced teaching tools such as PPT, the blackboard is inefficient and cannot be reused. At the same time, it lacks rich expressiveness and cannot explain the three-dimensional content of the lectures in an all-round way. Therefore, teachers should actively use advanced teaching tools, use rich network resources, optimize their own teaching management mode, and comprehensively improve the student learning tool environment. Under the background of modern scientific and technological progress, teaching methods such as flipping classrooms and contextualized teaching modes have been implemented. Using these teaching methods, teaching effects can be improved quickly and efficiently.

4. Optimization strategy of teaching management mode of college teachers based on macro education

4.1 Strengthening the modern teaching management of college teachers

The reform of teaching management of college teachers should keep pace with the times, keep pace with the times, and constantly reform methods and models. Combining with its own teaching advantages and management characteristics, and drawing on the teaching management mode of excellent teachers, it forms a new teaching management model that belongs to the individual teachers of colleges and universities. In order to solve the phenomenon of the separation of teaching and management work, college teachers should sort out and verify the work content of teaching management. At the same time, colleges and universities should conduct reasonable analysis and evaluation for teachers' teaching management work, and at the same time formulate new management modes in which students, teachers and schools mutually restrict and manage each other. This model allows students, teachers, and school management to participate in the construction of the school's teaching management system, and the reform of the teaching management model provides a powerful driving force. Under the macro education concept, colleges and universities not only carry out talent training in a single way, but also are responsible for the delivery of talents in various social enterprises. Therefore, the purpose of teachers' teaching is to improve the students' ability, but also to meet the needs of enterprises and meet the students' needs for learning content. Universities can cooperate with enterprises to participate in the teaching management of schools and teachers, to timely understand the needs of enterprises and society for talents, and to ensure the practicality of students' learning content in their work. In the process of cooperation with enterprises, we can adopt the teaching mode of alternating engineering and intermittent learning, so that students can learn and progress in the enterprise and understand their own deficiencies, so as to enhance the professional skills in the school learning process.

4.2 Improve the teaching management evaluation system

In the evaluation system of colleges and universities, teaching management evaluation is an important method to understand the teaching quality and teaching level of teachers. Under the background of macro education, college teachers should pay attention to students' understanding of professional knowledge and proficiency in teaching management evaluation. In addition, attention should also be paid to the development of teaching objectives, the degree of work development, teaching achievements, and teaching methods of teachers in the teaching process. The teacher's teaching management level is judged through comprehensive evaluation. At the same time, universities should regularly carry out teacher training or provide platforms and opportunities for training. Through training, teachers can timely understand the advanced education management model and changes in corporate talent needs. Teachers should actively learn new teaching management knowledge and methods, and optimize their work patterns in their work. Therefore, a good and perfect teaching management evaluation system can better assist teachers in daily teaching management and provide students with a free and active learning environment.

4.3 Strengthening the emphasis on teaching management plans

Based on the macro education concept, universities can develop long-term education management plans for teachers and school development. Teachers can develop short-term teaching management plans for students. Schools can develop long-term and short-term plans for a single content, including time planning, implementation, monitoring and evaluation, and optimization. Teachers can make full use of the concept of student-oriented education and modern education, and use it repeatedly in the actual teaching management process to integrate these two principles into the actual teaching management plan. For example, in actual teaching, teachers need to use multimedia teaching. Through the implementation of the concept of student education, communicate with students to confirm the learning needs of students. In order to develop a teaching management plan, the concept of student-oriented education can be deeply penetrated into the

teacher's teaching management thinking. In the process of implementation of the plan, in order to ensure the effectiveness of the plan implementation, teachers should implement teaching management work in strict accordance with the plan. At the same time, in the process of continuous improvement of the content of the teaching management plan.

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