

Research on the Current Situation of Graduate Education under the Guidance of Teaching Supervision

Chenguang Wang¹, Fanbo Wang², Chunhui Shi², Yanqiu Hu¹ and Yuguang Lv^{1,*}

¹ College of Pharmacy Jiamusi University Heilongjiang, Jiamusi, 154007, China

² First Affiliated Hospital of Jiamusi University Jiamusi, Heilongjiang, 154002, China

*Corresponding author. E-mail address: yuguanglv@163.com

ABSTRACT

The teaching supervision mechanism is an important measure and effective way to supervise and ensure the quality of research and teaching in the period of postgraduate education. However, many problems were exposed in the supervision system of postgraduate education and teaching in China during the novel coronavirus, such as defective mechanism, less professional ability of supervisors and lack of quick feedback system. According to the relevant theory and practical research, this paper figures out some suggestions to explore how teaching supervision can better adapt to the teaching work of postgraduate students.

Keywords: *Teaching supervision, New crown epidemic situation, Problems, Suggestion*

1. INTRODUCTION

With the development and deepening of education reform and opening up, China's graduate students have made long-term progress in education; gradually improve the educational system of graduate students, graduate students category and scale also rapidly expanded. At present, with the deepening of the educational system reform, the importance of modern educational management ability becomes more and more important in the process of postgraduate training. Teaching supervision has become an indispensable part of the administrative management system of colleges and universities and an internal requirement for improving the training level of postgraduates. The work nature of teaching supervision determines that the work content has "supervision" and "guidance". The supervisory work is mainly reflected in the supervisory team, the level of which greatly affects the supervisory work content. At the same time, there are even more striking differences between graduate and undergraduate students. Compared with undergraduate students, graduate students have a higher level of knowledge and self-discipline, so the educational supervision of graduate students mainly focuses on guidance, which will have higher requirements for the supervision team of graduate students. In order to ensure the quality of the cultivation of graduate students and standardize the graduate student education management, how to improve the quality of graduate education under the guidance of education supervision has been the focus of the discussion and research topics, in order to improve the quality of the cultivation of graduate students, the scholars from the aspects of total quality management, evaluation of education in the experience for reference, experience has shown that whether the teaching supervision can improve the effectiveness and efficiency of classroom

teaching, so as to ensure the quality of graduate education problem [1-3].

2. RESEARCH STATUS

2.1. Domestic research status

Yang Xin, in defining the basic concept of teaching supervision is put forward: teaching supervision is to supervise mechanism and supervising teachers according to the policies, principles and standards, using scientific method to complete the education and management work, and make investigation and evaluation, improve performance analysis and countermeasures and put forward a perfect method and the suggestion [4]. Liu Zejun believes that teaching supervision should screen, study, evaluate, supervise and guide the quality of the whole educational process one by one, which is not only related to the supervision and guidance of teachers' teaching, but more importantly reflected in teachers' classroom teaching ability, which can also be called narrow sense teaching supervision [5].

2.2. Foreign research status

In 1922, Bulton put forward in the supervision and Improvement of Teaching that "supervised teaching" not only included efforts to carry out teaching and organizing activities more effectively. At the same time, this definition also includes the meaning of the first modern school inspector [6].

In 1974, Briggs suggested that mentoring would be very helpful to teachers. This work can instruct teachers to supervise their own work and make students interested in teaching activities. It can also help teachers to achieve

success in many aspects, improve their self-cultivation, achieve obvious results.

3. THEORETICAL BASIS

3.1. Self-organization theory

Self-organization, which originated in the 1970s, is part of system theory. For supervisors, the following theoretical viewpoints have both theoretical and practical significance. Subsystem is one of the important parts of the indispensable self-organizing system and has excellent autonomy and independence. There is a certain distance between self-organizing system and equilibrium state, and it pursues the realization and development of equilibrium and imbalance. Self-organization is inseparable from excellent external conditions, otherwise, the path of mutation realization within the system will be entangled by thorns [7].

3.2. Interpersonal relationship theory

Research on interpersonal relationship theory focuses on the impact of people's positive work. Award-winning Professor Elton Mayo conducted a nine-year experiment at the Hawthorne Plant, which became known as the Hawthorne Experiment. During the experiment, Mayo tried to distinguish the factors affecting work efficiency through lighting experiment, welfare experiment, interview experiment, group experiment, etc., and then carried out the opposite experiment according to the experimental results, and drew a conclusion based on the experimental results [8]. As shown in figure 1 original assumption that the impact on production efficiency of the lighting conditions, welfare test related to the work efficiency is very low, and improve the morale of the employees as well as the interpersonal relationship, the relationship between human and enterprise, make people happy, and satisfied with their jobs, that is the determinant of increase production and improve productivity.

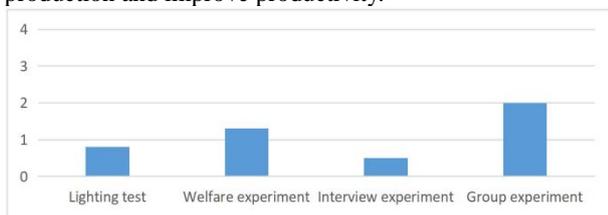


Figure 1. Factors affecting work efficiency

3.3. Feedback control theory

Feedback control theory is to effectively adjust the teaching system according to the deviation between the system output and the system preset in order to minimize

the deviation. In fact, Henri Fayol proposed the "five functions" theory of management in his research for the first time since the beginning of the last century. According to the theory, it includes five aspects: planning, organization, control, command and coordination. In this context, the concept of feedback control appears. However, it was Wiener who systematically explained the theory. He proposed that after information is applied to the controlled object, the various reactions formed by the control system are the content of feedback. The obtained information is recovered, and then analyzed and processed by scientific analysis method, and then control information is released [9].

3.4. Incentive Theory

Incentive theory has many achievements, so it involves a large range of theories and has formed many theoretical schools, such as process incentive theory and behavioral incentive theory [10]. Maslow's "hierarchy of needs" is a content-based motivation theory. Maslow combined the importance of human needs in his research and divided human needs into five levels, which were trapezoidal in order of physiological needs, safety needs, belonging and love needs, self-esteem needs and self-actualization needs. Skinner once pointed out that the external environment has a very important influence on individual behavior. Under the influence of various factors of the external environment, people will suffer certain behaviors. If the positive or negative effects of the behavior are strengthened, the behavior will have a sharp decrease in frequency or disappear directly.

4. PROBLEMS EXISTING IN THE TEACHING SUPERVISION OF GRADUATE STUDENTS IN CHINA

4.1. Impact of the novel coronavirus on graduate students

Due to the ongoing impact of CURRENT COVID-19, it has exerted a certain influence on the research and graduation of graduate students, making it impossible for them to go back to school to complete graduation design and write graduation thesis. It delays the teacher's teaching plan and thus reduces the teaching quality. Staying at home for too long can make students lazy and unable to consult relevant literature. As for the supervision and teaching of graduate students, it is too late to start, and the system and theory are not perfect, and there are few researches on the supervision and teaching of graduate students. Therefore, there is still a lot of work to be done in establishing the postgraduate teaching supervision system, carrying out related work and summarizing theories.

4.2. The supervision team mechanism is not perfect enough

At present, the postgraduate teaching supervision system established by many universities is not mature enough to establish a set of independent and comprehensive supervision mechanism of postgraduate training quality. Supervision is usually carried out according to the work arrangements of other departments. In this case, the teaching quality and management of graduate students cannot be evaluated from an objective and impartial perspective, and the effect and influence of the two main functions of "supervision" and "guidance" are weakening. Secondly, the supervision work still lacks the corresponding work standard. The work of supervision is very complex, including classroom teaching, the use and management of laboratory equipment, etc., but there is no specific work content for each aspect. At the same time, without standard reference, the supervisor usually has to rely on his/her own experience, and the quality of the conclusions is also different, and its application has little impact on the teaching effect.

4.3. The professional knowledge and ability of supervisors are relatively weak

According to the survey, the proportion of teachers receiving professional training is low. Most teachers generally feel that their professional knowledge and abilities need to be improved, and most teachers have a strong desire to receive professional training. In addition, the supervisor's understanding of some professional issues is still relatively vague, and the lack of professional knowledge will greatly affect the acquisition and processing of supervisory work information. Second, some teachers report that they lack the corresponding professional skills, is not willing to review and guide the supervision of the other teachers in the classroom teaching effect, and the ability to objectively evaluate the graduate student's basic qualities and academic abilities, so they can only on the surface, leading to supervise the work don't do the real "guidance".

4.4. It is impossible to establish a fast and convenient teaching supervision feedback system.

The graduate education management system is a trinity of control system, set decision-making, implementation, supervision and feedback in one. The establishment of information feedback channels and the formation of a timely and appropriate feedback system is an important task for postgraduate teaching supervision. The relationship between "supervision" and "guidance" should be handled correctly when the graduate students conduct teaching supervision. The teaching supervision work should provide corresponding feedback, effective guidance and problem-solving methods in the process of postgraduate study and practice. This is the original intention of advocating teaching supervision. Therefore, the establishment of a rapid, barrier-free guidance and feedback system is an urgent problem for graduate supervision.

5. IMPROVEMENT OF POSTGRADUATE TEACHING SUPERVISION AND POLICY SUGGESTIONS IN CHINESE UNIVERSITIES

5.1. Strengthening supervision and teaching during COVID-19

In the face of the epidemic situation, all tutors and graduate students are required to ensure the quality of teaching. For the first postgraduate students, on the one hand, according to the specific arrangement of postgraduate teaching, they should earnestly participate in the online teaching; on the other hand, under the guidance of the tutor, they should make the work plan for this semester and earnestly complete the corresponding scientific research work. For the students in the second year of graduate school, I made the work plan for this semester under the guidance of the tutor, and completed the corresponding scientific research work earnestly. For the third postgraduate students who are about to graduate, according to the work plan, carefully complete the research and thesis writing work, to ensure the high quality of the thesis. Report the work progress in time to ensure the quality of remote guidance. During the epidemic, data showed that many students liked online teaching. The advantages and disadvantages of online teaching were compared and analyzed as follows, as shown in Figure 2 and 3.

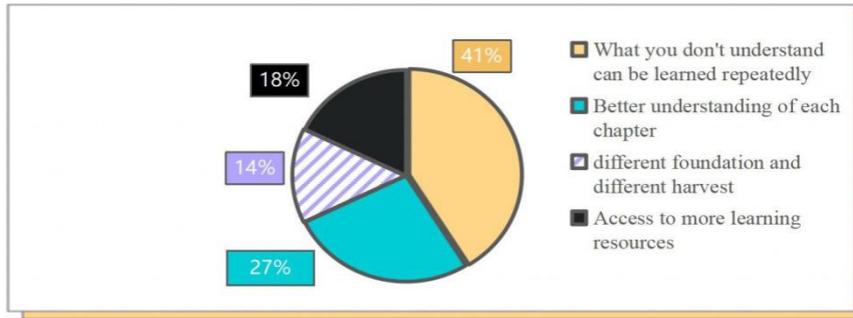


Figure 2. Advantages of online teaching

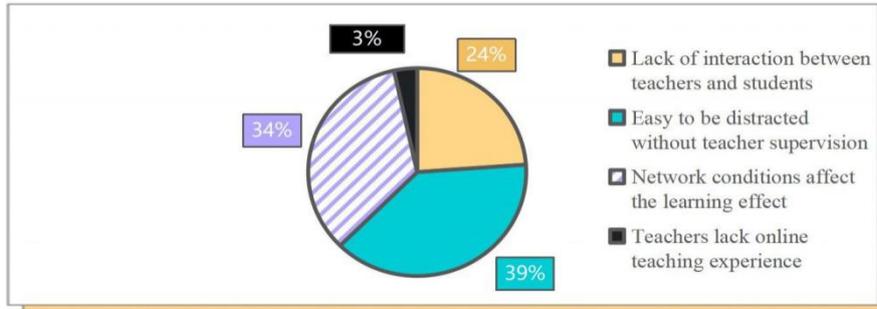


Figure 3. Disadvantages of online teaching

5.2. Further improving the supervision mechanism

First, it is necessary to improve the supervision mechanism and working standards of relevant work content, further clarify and improve the work content and responsibilities of teaching supervision, make clear the work content and ability that teachers can be engaged in, and understand the work beyond the scope of authority of teachers and cannot be completed. Demarcating the boundaries of business content can lead to using limited manpower in the right places without wasting resources. Second, it is necessary to establish special supervision organizations in colleges and universities, entrusting them with sufficient independence and authority, and improving the construction and professional development of the supervision team.

5.3. Improving the supervision training system to improve the professional level and ability of supervisors

Strengthening the training of supervisors is an important part of improving the professional training of supervisors. Colleges and universities can distinguish special training from regular training according to their needs. Regular training can cultivate theoretical courses, including the basic requirements and concepts of supervision work, relevant national policies, guidelines, regulations and university management thoughts. The special training can combine theory with teaching working time to improve the professional level and ability of the supervising teachers according to the problems or specific work content in the supervision work. As shown in the figure, it is an analysis of the improvement of the ability of the supervising teachers in recent months.

5.4. Establishing a fast and convenient supervisory feedback system

College education management system is a trinity control system integrating decision-making, supervision and feedback. The establishment of information feedback channels and timely formation of the corresponding feedback system is an important issue facing graduate teaching supervision at this stage. Hold feedback meetings for graduate students regularly, and listen to reports on the teaching supervision of graduate students for some time, so that the administrative department of the university and the graduate training school can know the situation of graduate students promptly; Master the problems existing in postgraduate study, understand the development goals after graduation and what needs to be done to achieve these goals.

6. CONCLUSION

As the epidemic prevention and control has entered a critical period, students are prone to anxiety and panic, especially those who are about to graduate. Faced with the dual pressure of employment and academic thesis. It is necessary for all teachers and postgraduates to keep close contact with postgraduates, timely grasp the ideological status of postgraduates at each stage, psychological counseling and study and life guidance for postgraduates, and minimize the impact of the epidemic on their study and life. In a word, it is of great to promote the optimization and reform of the education system through the professional construction of postgraduate supervision team.

REFERENCES

- [1] He Zhenzhong. Give full play to the role of supervision in postgraduate teaching quality monitoring system [J]. *Journal of Baicheng Normal University*, 2013, 27(05): 96-97.
- [2] Liu Lilin. The System of Postgraduate Teaching supervision and its role in improving the quality of postgraduate training [J]. *Degree and Graduate Education*, 2000(05): 45-47.
- [3] Chang Xinhua. Exploration and Practice of Postgraduate Teaching Supervision: A Case study of Beijing Forestry University [J]. *China forestry education*, 2016, 34(05): 22-28.
- [4] Yang Xin. Understanding and Thinking of Graduate Teaching Supervision [D]. *Education Science*, 2012 (15): 59-60.
- [5] Liu Zejun. Research on teaching Supervision System of Higher Vocational Colleges [D]. Hebei Normal University, Master's Thesis, 2009.
- [6] Burton. Quality control and supervision of the whole process of graduate training.[M].1992.
- [7] Liu Ju, Dai Jun. Analysis of self-organization Theory and its Application in Educational Research [J]. *Journal of Distance Education*. 2012.30(01): 37-45.
- [8] Liang Jiehua. Theoretical support for the construction of teaching supervision system in Colleges and universities [J]. *Journal of Guangdong Radio and Television University* 2009.
- [9] Lv Lihui, Ma Xiangyuan. *Journal of Hangzhou University of Electronic Science and Technology*, 2015(05): 62-66.
- [10] Liu Yang. Practical Exploration of Incentive Theory and its Enlightenment to Education Supervision [J].2010(09): 21-24.