

The Present Situation and Improvement Measures of Undergraduate Teaching Quality in Colleges and Universities

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ABSTRACT

Undergraduate education is an important part of China's education system. Currently, with China's attention to the field of education, relevant departments have offered strong support and created good conditions for undergraduate education from the educational environment, educational resources, educational funds, etc. Therefore, more students can receive systematic undergraduate education. With an increasing number of undergraduates, ensuring undergraduate teaching quality has become the focus of higher education and teaching. The discussion is carried out around "the significance of improving the undergraduate teaching quality in colleges and universities", "analysis on the current situation of undergraduate teaching quality in colleges and universities", "the improvement measures of undergraduate teaching quality in colleges and universities" and "the evaluation of undergraduate teaching quality in colleges and universities". This work hopes to pay attention to undergraduate education from many aspects, and further improve the undergraduate teaching quality in Chinese colleges and universities.

Keywords: Undergraduates in colleges and universities; Teaching quality; Analysis on current situation;

Improvement measures

1. INTRODUCTION

With the improvement of China's comprehensive national strength, China's higher education has entered a stage of rapid development. With the popularization of higher education, an increasing number of undergraduates are active in all walks of life. Some undergraduates can have good employment and entrepreneurship opportunities, and yet some undergraduates are confused after graduation. In order to effectively solve the employment issue of undergraduates and enable more undergraduates to realize their own value, colleges and universities need to strictly check every detail of talent cultivation based on the "teaching quality". Only when students master the knowledge and skills of undergraduate education, can they better highlight the role and advantages of undergraduate education in China.

2. THE SIGNIFICANCE OF IMPROVING UNDERGRADUATE TEACHING QUALITY IN COLLEGES AND UNIVERSITIES

2.1. A need for students to learn

It is an urgent need for students to improve undergraduate teaching quality. On the one hand, more students are receiving higher education with the increasing popularity of higher education in China, which is bound to intensify the competition among talents. Facing this kind of competition, what is the core competitiveness? It is mainly the students' personal ability. Also, the main way to improve students' individual ability is school education. To improve the teaching quality of the school is to better improve students' personal ability, so that students can have more core competitiveness in the highly competitive talent market, and successfully find jobs and start businesses. On the other hand, the demand for talents from all walks of life gradually rises from "quantity requirement" to "quality requirement" with the development of society. This makes the undergraduates

have a stronger sense of hardship. Only by continuous learning and progress can they better adapt to the society and live their ideal life. To improve the teaching quality of the school is to bring motivation to students from a higher standard, so that students can establish the value of lifelong learning [1].

2.2. Demand for the development of undergraduate institutions

For colleges and universities, improving the undergraduate teaching quality is the key to their development. Specifically, with China's strong support for the field of education, there are increasing number of colleges and universities in recent years, which has virtually caused the competition among colleges and universities. In the benign competition of education, improving the teaching quality is an important way of competition, which can make schools get better development. Second, the society is developing and education is reforming. Based on the new era, the core purpose of higher education reform is to return to "teaching quality". It is necessary to improve the teaching quality of "subject professional knowledge" and "students' comprehensive quality". Only when the teaching quality is substantially improved can the meaningful teaching reform conform to the development trend of the times and promote the healthy development of colleges and universities in China. In this sense, improving the undergraduate teaching quality is an objective demand for the development of colleges and universities in the new period [2].

2.3. Demand for national economic construction

As a whole, the development of undergraduate education is of vital importance. On the one hand, although the development of China's higher education is advancing by leaps and bounds, there are increasing number of graduate students and doctoral students. However, undergraduate students are still the main force from the national level, occupying a very important position. In the economic construction of all walks of life, undergraduates play an extremely important role. To improve the undergraduate teaching quality is to better promote the undergraduate training work and export more high-quality undergraduate talents for the country. On the other hand, people's education level is generally improved with the economic development, and more people have higher pursuit of education, which has become a trend. After completing undergraduate studies, many students will continue to study for master's or doctor's degrees [3]. For these students, undergraduate education is to lay the foundation. If the foundation is good, the next study will be more smooth. When undergraduate education becomes the basis of higher education, to improve the undergraduate

teaching quality is to contribute to the cultivation of national elite talents.

3. ANALYSIS ON THE CURRENT SITUATION OF UNDERGRADUATE TEACHING QUALITY IN COLLEGES AND UNIVERSITIES

3.1. Shortage of talent training

At present, the problems existing in the undergraduates teaching quality in some Chinese colleges and universities are mainly reflected in the "talent training". On the one hand, some colleges and universities pay too much attention to students' theoretical study and not enough to strengthen students' practical ability in the cultivation of undergraduate talents. This is not only reflected in the daily teaching, but also reflected in the assessment and evaluation of students. Based on this talent training mode, undergraduates are easy to fall into the situation of rich theoretical knowledge but weak practical ability. The ultimate purpose of learning is to be applied in practice. It weakens the cultivation of students' practical ability, which is not conducive to the application of students' learning and their employment in the future. On the other hand, some colleges and universities attach too much importance to students' professional ability and neglect their comprehensive quality in the cultivation of undergraduate talents [4]. Comprehensive quality includes humanistic quality, patriotism, professional ethics, etc. Without comprehensive quality as internal support, it is difficult for students to establish correct values, which is not conducive to students becoming three-dimensional and rich high-quality talents.

3.2. Issues existing in the teaching system

The issues of undergraduate teaching quality in some colleges and universities are related to the teaching system. Specifically, some colleges and universities are accustomed to using the traditional teaching system in the undergraduate teaching system. Both teaching objectives and teaching content are relatively "immobilized" and "stereotyped", and some optimization is not carried out properly in combination with the social development trend and the students' actual situation. The issues in this respect are mainly related to the overall teaching and discussion atmosphere of the school. Secondly, there are many restrictions on the teaching of knowledge and the transmission of skills in the undergraduate teaching system in some colleges and universities. Although such restrictions are a reflection of the "standardization" of higher education and teaching, there are "excessive" restrictions in some schools [5]. This is not conducive to cultivating students' innovation consciousness, and it is

difficult for students to spread their thinking from these restrictions.

3.3. The construction of teachers' team needs to be strengthened

At present, there are still some undergraduate teachers in colleges and universities, whose comprehensive teaching ability needs to be improved. On the one hand, some colleges and universities pay too much attention to the educational background of teachers and fail to assess the comprehensive ability of teachers from many aspects. The improvement of undergraduate teaching quality is not only related to teachers' educational background, but also to teachers' practical ability and sense of responsibility. In the process of selecting teachers in colleges and universities, it is necessary to further improve the selection mechanism to optimize the structure of teachers and bring higher quality teaching for undergraduates. On the other hand, in the construction of undergraduate teachers in some colleges and universities, the incentive mechanism of teachers is always weighed from teaching age, thesis, qualification, etc. Although these factors are very important, the most important core of teachers' incentive mechanism is to stimulate teachers' enthusiasm for learning, so that teachers can keep learning and innovating [6]. If the incentive mechanism can not play such an effect, it is difficult to improve the teaching quality.

4. THE IMPROVEMENT MEASURES OF UNDERGRADUATE TEACHING QUALITY IN COLLEGES AND UNIVERSITIES

4.1. Improving the talent training system and improving the undergraduate teaching quality

In order to improve the undergraduate teaching quality, colleges and universities should actively improve the personnel training system. On the one hand, colleges and universities should not only pay attention to students' theoretical learning, but also strengthen their practical ability. Combined with the actual situation, colleges and universities should increase the proportion of practical teaching and put the cultivation of practical ability in a more important position for some practical majors. In addition, teachers should also focus on "practical ability training" from the perspective of assessment and evaluation, which can not only be advocated in teaching, but not reflected in the assessment [7]. On the other hand, colleges and universities should not only pay attention to students' professional ability, but also pay attention to students' comprehensive quality. Teachers can infiltrate the humanistic quality, patriotism, professional ethics, etc., update the existing teaching system, and cultivate students'

comprehensive quality in all aspects. In the undergraduate education stage, students can establish positive values and become a promising youth who is loved by everyone and can contribute to the society.

4.2. Optimizing the existing teaching system and creating higher quality undergraduate teaching

How to optimize the existing teaching system? First, colleges and universities should not only absorb the essence of the traditional teaching system, but also integrate some new connotations in the undergraduate teaching system [8]. From teaching objectives to teaching contents, college teachers should be good at optimizing and upgrading the teaching system according to the social development trend and the students' actual situation. Colleges and universities should create a good "teaching and discussion" atmosphere, encourage teachers of various disciplines to stand on the height of the overall undergraduate education, offer suggestions and jointly improve the undergraduate teaching quality. Second, the teaching of knowledge and the transmission of skills should not only have a certain standard, but also have a relaxed space in the undergraduate teaching system. From the perspective of "teaching innovation", colleges and universities can encourage teachers to boldly innovate teaching ideas, teaching methods and teaching evaluation. For example, with the popularity of information-based teaching tools, teachers can improve teaching efficiency, attract students' attention and create higher quality undergraduate teaching with the help of multimedia teaching, live teaching, micro class teaching, etc.

4.3. Strengthening the construction of teaching staff and improving undergraduate teaching in detail

In the process of improving the undergraduate teaching quality, it is very important to strengthen the construction of teaching staff. On the one hand, the selection mechanism of teachers in colleges and universities should be further improved. Apart from considering teachers' educational background, teachers' comprehensive ability should be evaluated from the aspects of practical ability, work responsibility, etc. Colleges and universities can establish a trinity teacher selection mechanism of "education, ability and quality". On the other hand, the incentive mechanism of teachers should be adjusted systematically. In addition to weighing teaching years, papers and qualifications, it should also consider the spirit of learning and innovation. For teachers who have learning spirit and dare to innovate, colleges and universities should set up typical examples, encourage other teachers to learn from them, and create a good atmosphere for campus innovation. When the teachers have the enthusiasm for innovation, they can improve the undergraduate teaching

from many details, and improve the undergraduate teaching quality.

5. THE EVALUATION OF UNDERGRADUATE TEACHING QUALITY IN COLLEGES AND UNIVERSITIES

5.1. Academic achievement of undergraduates

As for the teaching quality evaluation of undergraduate students, the first thing to pay attention to is the students' academic achievement. After each teaching innovation and teaching assessment, teachers should pay attention to students' academic achievement. By comparing students' previous academic performance, teachers should make a systematic analysis to understand whether students have made progress and judge the effectiveness of teaching innovation. Although "academic achievement" is not the overall feedback of undergraduate teaching quality, it is the core feedback of undergraduate teaching quality. After all, the purpose of learning knowledge is to make progress and gain something. Academic achievement is a very direct harvest. When analyzing students' academic performance, teachers can also collect a larger range of data in the form of "undergraduate teaching seminar" to obtain more comprehensive data support and improving the teaching work in the next step.

5.2. Ability development of undergraduates

In the evaluation of undergraduate teaching quality, "academic achievement" and "learning ability" are not completely equal. Therefore, teachers can make special evaluation on students' learning ability. For example, teachers should attach importance to both their academic achievements and their ability to appreciate literature for students majoring in literature. Teachers can integrate some representative literary works and carry out "classical literature appreciation test". In this process, the answer is open, and there is no "right" or "wrong". Teachers focus on exploring students' thinking ability and innovation ability. Compared with academic performance, "ability development" pays more attention to students' learning process and learning potential. At present, "ability cultivation" is an important goal of undergraduate education in China, and it is also an important performance of improving undergraduate teaching quality.

5.3. Comprehensive literacy of undergraduates

Under the background of educational reform in colleges and universities, "comprehensive quality" is the key to talent cultivation in colleges and universities, and an important basis for the evaluation of undergraduate

teaching quality. The connotation of comprehensive quality is very wide. From the perspective of undergraduate teaching quality, comprehensive quality is mainly reflected in learning attitude and learning objectives. First, students can correct their learning attitude and realize the autonomy of learning through high-quality undergraduate teaching. Taking learning as an effective way to improve personal accomplishment is helpful for students to establish the belief of lifelong learning. Second, students can have greater learning goals through high-quality undergraduate teaching. Learning can not only improve themselves, but also be transformed into productivity and contribute to the society. When students start from the sense of mission and responsibility, they can maximize the value of learning and promote the common progress of students and society.

6. CONCLUSION

At present, the teaching quality monitoring and evaluation of undergraduates in China is often "result oriented". However, the connotation of "result oriented" should be deeply understood as educators in colleges and universities. The results are based on a lot of foundation and come from the process gradually. With the development of society, the talent training goal of undergraduate education is constantly absorbing new connotation. This promotes the monitoring and evaluation of undergraduate teaching quality, and is also constantly improving. In this process, college and university educators should pay attention to the process as well as the result. They should understand that monitoring and evaluation are not the ultimate goal, but to promote the improvement of teaching quality by monitoring and evaluation.

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