

Evaluation of Teaching Quality and Construction of Guarantee System of College Professional Curriculum under the New Situation

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ABSTRACT

Under the new situation, the teaching quality of colleges and universities is the key to ensure the development of teaching and the cultivation of talents, and it is the prerequisite to realize the transportation of high-quality, high-level and high-skilled talents. In other words, the quality of teaching in colleges and universities is directly related to the stable and sustainable development of the country and society. Professional course teaching is an important channel of talent training, and the classroom is the main battlefield of talent training. Only by deeply discussing the evaluation and guarantee system of the teaching quality of specialized courses in colleges and universities, and strengthening the quality control, supervision and evaluation of specialized courses with the help of scientific and rational teaching quality guarantee system, can colleges and universities realize the long-term development of specialized teaching, and the improvement of the overall teaching level and talent training quality.

Keywords: *Colleges and universities; Professional courses; Evaluation and guarantee of teaching quality; System construction*

1. INTRODUCTION

With the development of higher education from elite to popularization, the number of college students has increased rapidly in recent years, which brings new opportunities and challenges to the development of education in China. Under the new situation of developing vocational education vigorously, how to improve the quality of education and construct a scientific guarantee system of education quality has become the focus topic of academic circles in colleges and universities. Professional course is a compulsory course for college students to master professional knowledge and skills, which plays an important role in the whole teaching. Only by improving the teaching quality of each course can the comprehensive development of students be guaranteed. Based on this, colleges and universities should construct a scientific, reasonable, effective and practical evaluation and guarantee system of teaching quality to standardize teaching management and improve teaching quality [1].

2. CURRENT SITUATION OF EVALUATION AND GUARANTEE SYSTEM OF PROFESSIONAL CURRICULUM TEACHING IN COLLEGES AND UNIVERSITIES

2.1. Lack of Science

At present, the evaluation mode of teaching quality evaluation and guarantee system in most colleges and universities is still based on evaluation of teaching, peer evaluation, supervision evaluation and student evaluation. The emphasis of evaluation is not on learning but on teaching, and there is no conversion evaluation between "teaching" and "learning". At the same time, the above evaluation models are dominated by human beings, and the existence of personal subjective evaluation is inevitable, and the results of evaluation are subjective and lack of scientific nature.

2.2. Lack of Systematization

In the teaching of professional courses, the whole process of teaching is complicated, the participants are numerous, and the learning cycle is long, which forces the evaluation

and guarantee system of teaching quality to be systematic. However, in terms of the actual teaching quality of colleges and universities, the final teaching results aiming at the teaching participants, the analysis of influencing factors, and the overall teaching development have not formed a substantial and systematic evaluation mechanism, which seriously affects the achievement of the professional teaching objectives.

2.3. Incomplete Coverage

At present, the evaluation of teaching quality in colleges and universities refers to the value judgment and of a series of teaching behaviors, including the achievement of teaching objectives, the ability of teaching organization, the behavior of teaching design, the ability of classroom management, the behavior of interactive communication, and the effectiveness of classroom teaching [2]. However, the core point of evaluation always lies in how teachers teach and how to teach, thus neglecting the basic teaching thought that modern education is based on serving students, and neglecting the direct beneficiaries of teaching, so that it can not reflect the overall coverage of teaching quality evaluation and guarantee system.

3. PRINCIPLES OF CONSTRUCTING THE TEACHING QUALITY EVALUATION AND GUARANTEE SYSTEM OF PROFESSIONAL COURSES IN COLLEGES AND UNIVERSITIES

In order to ensure the long-term mechanism of teaching quality evaluation and guarantee system of professional courses and improve the teaching quality of professional courses, the following principles must be followed in the construction of teaching quality evaluation and guarantee system in combination with the teaching characteristics of colleges and universities: first, the practical principle, which means that in the process of building the system, it is necessary to follow the discipline development law, the actual practice status, and set up a comprehensive system, so as to reflect the value and efficiency of regulation, supervision and evaluation; second, the objectivity principle, which means that the construction system should reflect the truth and objectivity of the evaluation results, so as to ensure the fairness and openness of the evaluation; third, the dynamics principle. According to the actual operation of the teaching quality evaluation system of colleges and universities, the continuous dynamic observation and analysis of the process are carried out to ensure the continuous optimization and adjustment of the architecture and content and promote the continuous improvement of teaching quality; fourth, the guiding principle, which means that it is necessary to objectively consider the teaching quality evaluation of specialized courses and the guiding teaching function of the system, so as to provide reference and guidance for the continuous

improvement of teaching quality; fifth, the principle of diversification, including multiple evaluation objectives, diverse evaluation methods, and multi-channel evaluation feedback [3].

4. CONSTRUCTION OF EVALUATION AND GUARANTEE SYSTEM OF PROFESSIONAL CURRICULUM TEACHING QUALITY IN COLLEGES AND UNIVERSITIES

The evaluation of teaching quality of professional courses must highlight the whole process of course teaching, take the final results of course teaching and the students' comprehensive ability as the goal of system construction, and fully embody the subjectivity of teaching activities in the process of construction. It mainly includes six parts: curriculum construction quality system, student training effect system, teacher teaching ability system, teaching environment and resources system, diversified evaluation system and information feedback system.

4.1. Curriculum Construction Quality System

The curriculum content establishment, the curriculum teaching design, the curriculum material establishment, and the curriculum information construction are four important components of curriculum construction, and the foundation to guarantee the quality of curriculum. As a result, the construction of the curriculum should first focus on the selection of the content of the curriculum, the grasp of the important and difficult points, whether the proposed curriculum standards meet the actual professional needs, and whether their professional curriculum knowledge and skills are cutting-edge. Second, in terms of curriculum design, the teaching purpose, teaching requirements and teaching methods of the designed curriculum should be taken into consideration, especially the design emphasis of teaching methods. It is necessary to improve students' interest in learning and promote students' combination of theory and practice as key points [4]. Third, the establishment of curriculum materials should be comprehensive and forward, and different teaching contents and methods should be established according to the different characteristics of students' existence, so as to promote the curriculum materials to meet the students' learning needs. All the above are essential factors to ensure the quality of professional curriculum construction and play an important role in the whole course teaching process. At the same time, the construction of the curriculum should always carry out the teaching purpose of serving students, stand on the cognitive needs and professional needs of students, and design professional courses meticulously. In view of the situation that the current cognitive mode of college students has been transformed from traditional blackboard writing to electronic products, and with the emergence of micro-

course teaching, online software teaching, and e-resource database for course learning, the modern teaching has entered the stage of informatization in an all-round way. Therefore, the informatization construction of specialized courses should conform to the innovation of the times.

4.2. Student Training Effect System

As the most direct embodiment of the teaching effect of professional courses, the key of student training is self-evident, and it is an important index. This includes three parts: the cultivation of students' professional knowledge and skills, the cultivation of students' autonomous learning ability and the cultivation of students' communication ability. The ultimate goal of curriculum teaching is to cultivate professional talents with high literacy, high level and high skills. Therefore, the knowledge reserve, skill reserve and ability reserve obtained by students in the process of professional curriculum learning are the important basis to reflect the quality of curriculum, and at the same time, it is an important link in the training system of professional talents. Through the teaching of professional courses, it is the best form to promote the students' professional ability to adapt to job demands and make knowledge and skills seamless to practical application, which is the best form to reflect the effect of the course. Students' communication ability and autonomous learning ability should be improved imperceptibly in learning, thus reflecting the hidden value of professional curriculum teaching, which is the achievement and goal of talent training expected by education, society and enterprises. Only when students have a comprehensive grasp of professional knowledge, skilled application of professional skills, strong communication skills and strong independent learning ability, can they have strong social adaptability and reflect the comprehensive ability of talent training in colleges and universities. Therefore, professional curriculum teaching should not only pay attention to the use of professional knowledge, but also devote itself to cultivating and improving students' comprehensive literacy, thus reflecting the extended function of professional curriculum teaching.

4.3. Teacher Teaching Ability System

Teachers' professional ability, moral accomplishment, expression ability and mental health degree are the main factors of teachers' teaching ability, and teachers' professional ability is directly related to the quality of curriculum. Moreover, with the development and reform of teaching, teachers' original professional ability and professional knowledge have been degraded and can not keep up with the needs of the times. Therefore, it is necessary to carry out professional skills training in time, participate in observation and study, combine with society, industry and enterprise, and learn new knowledge and skills in the field of specialty by means of industry and

research cooperation and enterprise temporary position service, so as to improve teachers' professional competence [5]. At the same time, as professional teachers, they should have the corresponding personality charm, professional conduct and moral feelings, so as to influence students with positive humanistic literacy, and play the guiding role of teaching by words and deeds. In order to promote mutual teaching, teacher-student interaction should be regarded as an important index of curriculum teaching quality. In order to seek a good interactive mode, teachers should adopt scientific and appropriate teaching methods to guide students to explore learning. This is the premise that reflects whether a teacher has high quality teaching ability. In addition, only with a healthy body and mind can teachers spread positive energy from the outside to the inside to influence students, educate students wholeheartedly, become helpful friends with students, and learn from teaching.

4.4. Teaching Environment and Resource System

Teaching environment and resources are the material guarantee of professional curriculum quality, including safe and tidy teaching environment with good learning atmosphere, as well as all material and social conditions that can be used in curriculum teaching. Textbook teaching materials are the most basic teaching resources. There are also environmental resources such as practical training bases, laboratories, libraries and multimedia rooms, including teaching facilities, instruments and equipment, which are part of teaching resources. In particular, teaching facilities and equipment must be guaranteed on the basis of hardware. Only with sufficient quantity and quality of teaching equipment can students acquire professional skills training, and the teaching quality and construction of professional courses be improved. Therefore, colleges and universities should meet the needs of professional courses in the teaching supporting environment and facilities, set up teaching function rooms and purchase teaching equipment to give priority to their advanced nature and practicability, so as to ensure that students learn, use and master the most forward-looking knowledge and skills. If there is no guarantee of teaching environment and equipment, even if there are excellent teachers, it is just like "making bricks without straw", and the quality of curriculum teaching cannot be mentioned. Therefore, the teaching environment and equipment in colleges and universities are the necessary prerequisite to realize the teaching task, improve the teaching quality and achieve the teaching goal.

4.5. Diversified Evaluation System

Teaching quality evaluation of professional courses is an important part of teaching quality assurance system. Regular implementation of quality evaluation is the core

work of teaching quality management. Through evaluation, it can play the role of curriculum appraisal, curriculum evaluation, teaching guidance and teaching incentive, which can play a role in course appraisal, course evaluation, teaching guidance and teaching motivation. Therefore, colleges and universities should establish a multi-directional and diversified evaluation system for the teaching quality of professional courses on the needs of social, enterprise and industry development, and broaden the channels for collecting evaluation information, so as to form a multi-angle and multi-level evaluation model of curriculum teaching quality.

4.5.1. Break the conventional evaluation mode and realize the diversification of evaluation subjects

Education does not advocate closed management. Colleges and universities are not an isolated island, on the contrary, they are an important part of the social composition, so the evaluation of teaching quality in colleges and universities must be based on the social background. Usually, the evaluation of teaching quality includes two parts: internal evaluation and external evaluation. The external evaluation, that is, social evaluation, is a key point of the modern higher education quality evaluation. It is society and enterprises, rather than schools as education itself, that have more say in whether the quality of talents cultivated by colleges and universities is high or low. The professional curriculum construction emphasizes the professional and industry docking, the curriculum content and the post standard docking, the teaching and the practice docking, which impels the college personnel training to permeate the profession characteristic and the enterprise element in all directions. Therefore, colleges and universities should break through campus barriers and diversify the main body of professional curriculum teaching quality evaluation. They can be composed of teachers, students, enterprises, industries and other related personnel. At the same time, it is necessary to actively introduce social, enterprise measure standards and requirements for talents, widely collect related professional fields, enterprises on the professional ability of important evaluation information, and actively mobilize external resources to build curriculum quality evaluation standards, so as to optimize the teaching plan, and ensure the training of talents with professional comprehensive ability and quality [6].

4.5.2. Adopt the theory of multiple intelligence to realize the diversification of evaluation index

The theory of multiple intelligence holds that the way of human thinking and cognition is pluralistic, and it is a new structure theory of human intelligence. According to the theory of multiple intelligence, colleges and universities should systematically and comprehensively evaluate

students, not focusing too much on their academic achievements, but on their comprehensive professional qualities, including whether they have improved their learning ability and survival ability, whether they have learned how to behave and work, unity and cooperate. Through multiple index evaluation, the moral education function in professional education is brought into full play, and students are guided to re-examine themselves and strengthen their quality education, so as to improve their professional ability and comprehensive quality in an all-round way.

4.5.3. Carry out total quality management and realize the diversification of evaluation methods

From the perspective of the theory of total quality management, the teaching quality evaluation of professional courses in colleges and universities should adhere to the general direction of assisting the quality-oriented education and cultivating the all-round talent development, reflecting the all-round and harmonious development of students, cultivating the students' professional innovation spirit and creative consciousness. In view of the fact that teaching evaluation can not adhere to the rules, it is necessary to flexibly design and apply various evaluation methods according to different links of the course and with the help of information teaching means, pay attention to the combination of process evaluation and summative evaluation, decompose all kinds of evaluation indexes and run through every link of curriculum teaching. In this way, qualitative evaluation and quantitative evaluation can coexist, and the methods of practical evaluation are diversified.

4.6. Information Feedback System

Making the right decision depends on the feedback of the real information, and the real information must be obtained by a variety of subjects, including students, teachers, society and enterprises. Accurate and timely information feedback is helpful to improve teaching quality management, improve teaching deficiencies, adjust talent training programs, and promote continuous improvement of teaching. Especially, it is necessary to pay attention to the students' perception and evaluation, since they are the object of educational service, and their teaching evaluation can reflect the problem teaching quality more intuitively and effectively [7]. Teaching information feedback is the closed-loop stage of curriculum teaching quality system, which is particularly critical. The collection of teaching information should pay attention to the diversified evaluation subject, construct the network information feedback system, combine the feedback inside and outside the school, transmit the teaching quality information through the teaching quality monitoring, and make the information feedback scientific and effective.

5. SUMMARY

Teaching quality is the lifeline of higher education development. The scientific and reasonable construction of the evaluation and guarantee system of professional curriculum teaching quality is an important prerequisite to promote the continuous improvement of curriculum quality and the key to improve the quality of talent training. Therefore, colleges and universities should carry out the evaluation and guarantee system of curriculum teaching quality according to the characteristics of different professional courses, the actual situation of students and the needs of social industries, so as to realize the monitoring and management of the whole process of teaching, and ensure that the quality of professional personnel training in colleges and universities meets the substantive needs of society, industry and enterprises.

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