

Problems and Countermeasures of Teaching Quality Management in Higher Vocational Colleges

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Abstract. With the rapid development of China's society and economy, the demand for higher vocational talents in the society is increasing, and the number of students in higher vocational colleges is increasing. However, the teaching level, teaching equipment and teaching concept can't keep up with the pace of social and economic development, which has caused many problems in the quality management of higher vocational colleges. Vocational education is education that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education is sometimes referred to a technical education. A vocational school is a type of artificial institution specifically designed to provide vocational education. As an important part of China's higher education, higher vocational education plays a vital role in China's economic and social development. The teaching quality management of higher vocational colleges is a part of the school management system, the teaching level of higher vocational colleges plays a decisive role in the cultivation of students. This paper analyzes the teaching quality management of higher vocational colleges and puts forward corresponding countermeasures for the existing problems, and aims to provide some reference and lesson for teachers and school administrators.

Keywords: higher vocational colleges, teaching quality, problems, countermeasures.

1. Introduction

Today's society not only needs the talents of academic research, but also need various technical talents with theory and practice. As an important part of China's higher education, higher vocational education plays an indispensable role in cultivating technical talents; it not only enriches the structure of China's education, but also indirectly promotes the development of China's economy. With the development of the economy, the demand for technical talents in various industries has gradually increased, so the requirement for higher vocational graduates has also increased, which also puts higher requirements on the students' quality in higher vocational colleges. In recent years, the enrollment scale of higher vocational colleges is getting larger and larger, but because the funds, equipment, teachers, and teaching concepts have not kept up with the speed of social development, there are many problems in the development process of higher vocational colleges, among them, teaching management is a prominent problem, we must realize that the teaching quality is the key to higher vocational education, improving the teaching quality is the core task of developing higher vocational education. Higher vocational colleges must attach importance to the problems of teaching quality management and propose countermeasures, and provide a good foundation for the country to train high-quality talents.

2. The Status and Problems of Teaching Quality Management in Higher Vocational Colleges

2.1 Teaching Quality Management Concept is Backward

With the development of the market economy, the scale of higher vocational colleges continues to expand, and the management model is more and more difficult to adapt to the social development. The quality of education in higher vocational colleges has also received more and more attention. At present, from the current situation of teaching quality management in higher vocational colleges, most college teachers and school administrators' concept are relatively backward; most of them do not realize the importance of teaching quality management, lack innovative consciousness, and affected

by this concept, teaching reform is difficult to carry out. At present, the teaching quality management model of higher vocational colleges is difficult to adapt to the development of social economy. Teaching quality management is one of the important links in the management of higher vocational colleges, it is related to the skills training and employment of students and the teaching level of the school. At present, many higher vocational colleges are based on the management mode of undergraduate schools, some teachers and administrators in higher vocational colleges are not enthusiastic about teaching work, and the management of teaching work becomes formalistic. Most teachers think that the teaching quality is only related to teaching activities, and not fully recognized that teaching quality is a systematic project, which includes teaching plans, teaching quality, teaching operation, etc. In the teaching process, the teachers do not provide targeted guidance to the students, and do not actively inspire students' initiative, students lack interest in learning and innovation, the management methods of teachers and school administrators have affected the improvement of teaching quality management in higher vocational colleges.

2.2 Teaching Quality Management Models are Rigid

The teaching quality management in some higher vocational colleges is too rigid, administrators rarely set up teaching curriculum together with teachers, and lack communication with students. The goal of training in higher vocational colleges is technical talents, paying more attention to the combination of practice and theory, but most vocational colleges only mechanically copy the curriculum of undergraduate colleges in the curriculum, attach importance to theory and despise practice, which has produced negative effect to the cultivation of higher vocational talents. With the increasing number of enrollment in higher vocational colleges, the differences of students' personal level and personality make the old management model difficult to work; it is difficult for school administrators to formulate scientific teaching settings according to students' actual situation, the teaching setting lacks uniqueness, this brings an impact on the improvement of teaching quality in higher vocational colleges, this management model cannot meet the development needs of the new era. In the teaching setting, teaching management personnel should pay attention to the combining theory and practice, when changing the teaching management mode, we should learn from the excellent experience at home and abroad, absorb the quintessence, discard the dregs, and create better teaching environment for teachers and students.

2.3 The Quality of Teaching Administrators Needs to be Improved

At present, the level of management personnel in colleges and universities is uneven; some administrators do not have university management experience, however, due to occupation mobility, they also take management positions, some administrators have high academic qualifications, but they are deficient in management experience, and do not have professional guidance and training, and other administrators are just graduated students, just enter the work unit, lack experience, the ability of college administrators are different, which makes the concept of teaching management divergent, the quality of teaching administrators affects the teaching quality. As a teaching administrator of higher vocational colleges, they do not only need have good professional level, but also have highly comprehensive ability. Some teaching administrators think that teaching management is the management work of teaching tasks and the management of students; express poor performance in the workplace, lack work enthusiasm and sense of responsibility, in addition, due to the current system, the treatment of teaching administrators has a close relationship with positional titles, so the staff of higher vocational colleges generally focus on the positional titles, instead of thinking about how to improve the teaching quality, the shift of the focus of work has affected the smooth progress of teaching quality in higher vocational colleges, which also makes the management team of higher vocational colleges difficult to stabilize, and various teaching management works of higher vocational colleges is difficult to implement.

2.4 Teaching Administrators and Teachers Lack Good Communication

The main manifestation of the lack of good communication between teaching administrators and teachers and students: first, some administrators in higher vocational colleges consider themselves as instructors, and some administrators adopt a condescending attitude when communicating with students, but they do not know the administrators themselves should assume the functions of serving teachers and students; second, some teachers do not really recognize the importance of teaching quality management in the management of colleges and universities, they pay more attention to personal gains and losses and think that teaching administrators serve teachers, which leads to some teachers are not communicating well with the teaching administrators. Strengthening communication between teaching administrators and teachers is a problem that higher vocational colleges must pay attention to.

2.5 Teaching Reform is Slow

Many higher vocational colleges copy the teaching mode of undergraduate colleges, teachers only read according to the book, students only memorize mechanically, and teachers only pay attention to teaching theoretical knowledge. The student's learning is out of touch with reality, it is difficult to stimulate the enthusiasm, initiative and innovation of students. It is difficult for students in higher vocational colleges to improve their vocational skills and practical ability. At present, higher vocational colleges must accelerate the renewal of teaching concepts and the pace of teaching reform, follow the rules of teaching and personnel training, promote the reform of student training mode in higher vocational colleges, and build a reliable talent training system, improve the matching of talent training and demand for social talents in higher vocational colleges, and deepen the curriculum reform, teaching model and teaching methods.

2.6 No Scientific Teacher Training System

Teachers in higher vocational colleges need to have the ability to combine theory with practice. At present, most of the teachers are trained in schools and have no working experience in enterprises, other teachers worked in enterprises, but have been away from the enterprise for a long time: they do not understand the new development direction of the profession, which leads to the disconnect between teaching and practice, improving vocational skills training is indispensable for teachers. At present, some teachers in higher vocational colleges have no conditions to carry out practical skills training because of the many teaching tasks and lack of suitable cooperative enterprises, the practical skills of teachers are not improved, and this makes it difficult for higher vocational colleges to train graduates who meet the requirements of corporate work. Therefore, higher vocational colleges must strengthen the intensity of teacher training and enhance their practical skills, so that they can link theoretical knowledge with production practices and guide students to the road of specialization.

2.7 Lack School-enterprise Cooperation

Since higher vocational education is a kind of practical education, it has a natural connection with enterprise production; school-enterprise cooperation is the best means to improve the quality of higher vocational education, school-enterprise cooperation can make higher vocational education closely linked, it can improve the school mode, teaching mode and training mode. Because higher vocational education is based on the level of practical skills, it is difficult for higher vocational colleges to train excellent skilled talents. At present, the current situation of school-enterprise cooperation is: the relationship between schools and enterprises is out of line; the enthusiasm of enterprises to participate in higher vocational education and training is not high; the school-enterprise cooperation lacks institutional guarantees, which leads to the difficult cooperation between schools and enterprises in higher vocational education.

3. Countermeasure for Improving the Teaching Quality Management in Higher Vocational Colleges

3.1 Change the Concept of Teaching Management

Teaching quality management is a multi-faceted management, which is closely related to the teaching level of higher vocational colleges and is one of the important criteria for measuring the teaching work in higher vocational colleges. Therefore, in teaching management, we must establish a scientific management method, and constantly update and improve this method, subdivide the requirements of teaching management, and improve the quality of teaching management. The concept of teaching quality management has a decisive influence on teaching management behavior. The concept of teaching quality management must advance with the times to promote the development of teaching management, and ensure the smooth progress of teaching of higher vocational colleges. At present, the teaching quality management concepts of some higher vocational colleges in China are outdated and inconsistent with the developed countries. At present, higher vocational colleges should change the concept of teaching quality management and formulate scientific and reasonable teaching quality management methods in the face of these problems, improve the management ability of administrators and train technical talents with professional technical ability and innovative consciousness. Therefore, colleges and universities must pay attention to the guidance and training of administrators in higher vocational colleges, formulate a reasonable teaching quality management mechanism, stimulate administrators' enthusiasm for work and innovation through various methods, and then promote the smooth progress of teaching quality management work in colleges and universities.

3.2 Improve the Quality of Teaching Administrators

The quality of teaching administrators is closely related to the teaching quality in higher vocational colleges, higher vocational colleges must attach importance to the cultivation and introduction of excellent talents in development, formulate standards for training and introduction of talents, and discover new talents for teaching management departments, this can change the uneven status of the staffs in the teaching management department, train talents with advanced management concepts and methods, effectively promote the smooth development of teaching management in the work, and promote the improvement of teaching management work in higher vocational colleges. In addition, teaching administrators should actively learn advanced management experience at home and abroad, besides exerting their own professional knowledge, they should also formulate teaching management methods that are scientifically perfect and in line with the actual situation of the school, and improve the management effect of the school. Moreover, higher vocational colleges should also attach importance to the training of teaching administrators, regularly organize training and learning of teaching administrators, and improve the treatment of teaching administrators as much as possible, through the above measures, higher vocational colleges can reasonably optimize the teaching management departments, train talents with good professional knowledge and advanced management concepts, so that they can better provide more professional services for teachers and students.

3.3 Strengthen Communication between Teaching Administrators and Teachers and Students

At present, the communication between the teaching administrators and teachers and students is not smooth in most vocational colleges, most of the teaching administrators think about problems from the perspective of the instructors, while the teachers and students think that they are the target of service, the teaching management plan formulated by the administrator is usually rigid in higher vocational colleges, and cannot meet the individual needs of the teachers and students, therefore, the teaching administrator must strengthen communication with the teachers and students. The school must regularly organize the teachers and students to hold a meeting communication management plan, the two sides communicate equally. College administrators must be familiar with their work scope and responsibilities, do a good job arranged by school, actively communicate with teachers and students, listen to their opinions, suggestions and requirements, and try their best to solve the

problems they encounter in teaching to ensure smooth progress of school teaching. Teachers and students in higher vocational colleges should understand and support the work of teaching administrators, realize the importance of teaching administrators' work, and timely submit the problems encountered in teaching, and reflect the opinions and views on teaching to teaching administrators, so that promote the quality of school teaching.

3.4. Improve the Teaching Management System

The teaching management system of higher vocational colleges is a management system formulated according to the laws of higher education. The education department should improve the teaching management system: on the one hand, it is necessary to establish a scientific management system, improve the personnel system, run school independently, and bear corresponding social responsibility; on the other hand, reform the construction and management system of teachers, higher vocational colleges should establish reliable management rules and regulations for the introduction and training of teachers.

3.5. Improve the Quality of Teachers

The quality of teachers in higher vocational colleges directly affects the quality of student training. Higher vocational colleges must establish teacher teams that meet the requirements of higher vocational education, the relevant systems should be formulated according to the characteristics of higher vocational education. Strengthen the cultivation of teachers' knowledge and practical ability, regularly organize teachers to the front line of production training, familiarize them with production, technology, development and management, so that they can improve their knowledge and application ability, improve their quality and practical skills in production practice, and create an excellent faculty. In addition, a group of enterprise personnel with professional technical ability, familiar with corporate work procedures, and rich practical experience should be hired as part-time teachers to build a professional teaching team.

3.6 Promote School-enterprise Cooperation

The training goal of higher vocational education is to train high-quality practical and technical talents for enterprises, so we should walk the road of school-enterprise cooperation. School-enterprise cooperation should focus on mutual benefit and win-win, not just enterprise help schools to train talent. Training courses can be set up in the enterprise, organize teachers to train and learn, improve the practice environment; contact with relevant enterprises, strive to build an practice base in the school, and strive for the support of corporate funds, technology and personnel; encourage students to go to the company for practice, this will improve students' practical ability; make full use of the teaching environment and resources of enterprises and schools, combine classroom teaching and production practice to train professional talents that meet the needs of enterprises.

4. Conclusion

Higher vocational colleges as a unit for training skilled talents for the society, their teaching quality management work determines the quality of talent training. Higher vocational colleges should improve the teaching quality as much as possible, constantly improve relevant rules and regulations, strengthen teaching management, and organize excellent teacher teams, promotes school-enterprise cooperation and the healthy development of higher vocational colleges, and provides better professionals for society and enterprises.

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