

The Research on Quality Course Construction and Improving the Teaching Ability

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Abstract—National higher education since 1999 has been expansion, the number of university graduates becomes bigger and bigger every year, so the number of teachers in colleges and universities grows rapidly. Some young teachers directly involved in the teaching after graduation, due to lack of experience and training practice guidance experience, resulting in actual teaching ability is poor. Quality course building is a promoter to push teaching reform forward and improve teaching quality. Elite course building has realized achievement to a certain extent, but various shortcomings and problems still exist during the process. This paper based on the perspective of quality course, discusses the ways for the cultivation of the college teachers' professional ability, through an empirical research, university of nonesuch courses in fairly extent promote the improvement of teaching quality.

Keywords—component; excellent courses; teacher; construction of teaching ability

I. INTRODUCTION

Since reform and opening, China's higher education has made considerable progress, reform has achieved remarkable results, initially formed to adapt to national economic construction and social development needs of a variety of levels, forms, basic range of disciplines socialist education system for the socialist modernization drive train a large number of senior professionals in the national economic construction, scientific and technological progress and social development play an important role. With the era of mass higher education, for college teachers are increasingly high requirements, their professional quality, professional knowledge and expertise directly affect the quality of the merits of university disciplines and interdisciplinary team building success. Especially in today's higher education by the scale extensional development mode shift to discipline construction as the core of the construction phase of intensive development, academic ability as well as the contribution of disciplines, disciplines influence, had constituted the basis for the core competitiveness of the school.

To comply with the historical trends and meet the challenges in the era of knowledge-driven economy, China implemented the strategy of "rejuvenating China through science and education in the 1990s, and the strategy of "strengthening the country through talents" at the beginning of the 21st century. Education is the foundation to rejuvenate a nation. The quality of higher education gradually has become a problem that draws people's attention with the reformation of

higher education and course adjustment in recent years. For educators, the quality of teaching is a eternal subject as well as the lifeblood of education. The teaching abilities and qualities of courses of teachers would have a direct effect on the quality of teaching, which plays a key role in cultivating talents in the new century.

II. THE DEVELOPMENT OF EXCELLENT COURSES

Up to 2006, 1139 national superior have been reviewed. In April, 2003, Ministry of education issued the Inform on the starting of higher school teaching quality and teaching reform of engineering construction work, which marked the beginning of constituting excellent courses. "The program of the teaching qualities and transformation of teaching" is an important component of Action plan of rejuvenating education between 2003 and 2007, while construction of the excellent courses is an important part of the "quality project". According to The suggestions of ministry of education and the ministry of finance on the project of undergraduate teaching quality and teaching reformation in 2007, the country would continue propelling the construction of national elite courses, and over 3000 courses would be selected and mainly constructed between 2006 and 2010. Excellent courses are the model courses characterized by the first-rate teaching body, first-rate contents of courses, first-rate teaching materials, and first-rate teaching management. It uses modern education information technology to put the relevant substance of excellent courses online and make them open to the public use, thus to realize the resources sharing of high-quality teaching recourses, enhance the quality of higher education and personnel training, which includes the construction of the teaching body, teaching contents, teaching methods, the construction of textbooks, experiment and mechanism. In the validity of a national superior course, the contents must be put online according to the regulation. Register name and password should be canceled to ensure its free open to the whole nation. It is not only the courseware that should be put on the internet, but also the experiments, textbooks guided by famous teachers. This mode will change the old mode of current higher education vastly, and enhance the education quality considerably.

III. TEACHERS' PROFESSIONAL DEVELOPMENT

In 1966 the United Nations educational, scientific and cultural organization and the international labor organization, puts forward Suggestions for teachers' status, for the first time to teachers' specialization in the form of official documents

specified. It proposed work should be regarded as specialized vocational education; teachers are required to undergo a rigorous, continuous learning, obtain and maintain specialized knowledge and technical expertise. For the definition of teacher professional development, foreign experts and scholars have different expositions. Abroad more representative view is wearing (Day) (1999) put forward comprehensive view of many scholars defined: professional development of teachers cover all natural learning experiences and consciously organized various activities, these experiences and activities directly or indirectly to individuals, groups or schools benefit, thereby increasing the quality of education in the classroom. Teacher professional development is a process. In this process, the transformative power of teachers alone or together with others to view, update, and expand the teaching of moral purpose; with children, young people and colleagues together through every stage of life, teaching, teachers continue to learn and develop quality professional ideas, knowledge, skills and emotional intelligence. Their learning and development is critical, because the teacher is not only the knowledge and skills of the container. Domestic scholars define professional development, more embracing Lee Ying's "teacher professional development refers to the teachers' personal growth-oriented, professional or mature as the goal, teachers' knowledge, skills, beliefs, attitudes, feelings other professionals to improve the quality of individual teachers for the content of the inherent dynamic ongoing lifelong professional development, teachers' individual subjectivity in this process to give full play to maximize the value of life can be achieved. Teachers need through continuous learning and exploration process to expand their professional connotation, improve the professional level, reaching a mature professional realm."

Teacher professional development concept summed up in two basic ideas: First, the teachers' professional growth process; second refers to the process of promoting teacher professional development (ie, teacher education). As a professional growth process, teachers' professional development is a multi-faceted, multi-level hierarchy of the development process, as the process of teacher education, teacher professional development also has many layers. Two basic understanding and its corresponding aspects, levels of subordinated to understand different combination, formed the interpretation of the great richness of "teachers' professional development".

A. *Teachers are the Forefront of Academic Researchers*

New Century College Teachers should be generous in the professional theoretically based on the strong expertise on practical ability and excellent education and scientific research ability, but also has a specific teaching and innovative ability to meet requirements of teacher professionalization the compound talents. This is not only a necessary requirement for professional development of teachers, but also teachers to realize their own value approach. Teachers should not only be an advocate for both research and instructors, but should become a standing academic frontier explorers and discoverers.

B. *Teachers are the Educational Philosophy of the Practitioner*

"Guoyu • Zhengyu" said that harmony generates vitality, TongZeBuJi", in the development of higher education should be diversified, multiple perspectives, the school should pay

attention to "characteristics", cultivate students to pay attention to the "personality", to do a good job in the Open University. In addition, we should from the perspective of higher, in a more broad view, namely, higher education in China should also be distinctive, namely Chinese socialist characteristics; Should also have a personality, that is, the personality of the Chinese nation, is the national character; Should also be out of the China's own development path of higher education. Therefore, the teacher should be eclectic in their career, paying equal attention to commonness and individuality, to better implement the Chinese concept of modern higher education.

C. *Teacher is a Professional Group in the Development and Changes*

Teacher's career is a constantly evolving process. Firth's teachers' career cycle theory to teacher's career development, from the new staffs to senior mature teacher development process, it is divided into eight stages, namely the pre-service education, practice the import phase, ability education stage, growth stage, setbacks stagnation of burnout stage, stable stage, stage of career low retreat and career stages.

In the process of the development of the teachers, not only should attach great importance to the professional development of teachers, that is, a teacher's career ideal, career morality, professional emotion, social responsibility, education practice ability, improve education experience matures, the process; And should attach importance to lead teachers correctly treat his career ups and downs, cultivate their professional attitude.

IV. THE CONNOTATION OF THE TEACHING ABILITY

The teacher's teaching ability means a kind of capability to nurture students' talent and make them possess lofty ideals, moral integrity, a good education and a sense of responsibility with correct philosophy, scientific methods, superior art of teaching and the most advanced and scientific knowledge. It is an organic whole composed of various abilities and develops with times' change. The teaching ability includes the following aspects:

A. *The Ability of Knowledge*

The teacher's initial mission is preaching, teaching and dispelling doubt. The extent of mastering the new knowledge, for students, depends on the content, depth and breadth of the teacher's tuition. A teacher, therefore, has to have the knowledge structure corresponding with the curriculum, the firm professional foundation and abundant professional knowledge application experience and keep abreast of latest developments in the professional field.

B. *The Ability of Management*

The management of teachers includes the capability to regulate the teaching activities and to organize the class teaching. The former refers to the ability that teachers, in the teaching process, make the adjustment actively according to the observed situation and feedback information from students in the teaching process and it is the show of self-management for teachers. The latter refers to the teachers' management ability, not only to reasonably choose the means of education, but also to maintain classroom order, mobilize the enthusiasm of the students, and create a suitable atmosphere for teaching.

C. 2.3. The Ability of Innovation

The innovation ability means that the teacher should have the capability to set up the new teaching idea, to expand the new thinking of teaching way, to investigate the new teaching methods, to design the new teaching project, to build up a new contact among the courses and to discover the new teaching regulation.

D. The Ability of Information

In order to optimize the teaching environment and process, teachers should have the ability of collecting, screening, integrating and utilizing the information related to subjects. At the same time, teachers should also have the ability of diversified teaching with instructional media.

V. THE BUILDING STRATEGY OF TEACHING ABILITY BASED ON THE HIGH-QUALITY CURRICULUM.

A. Establishing the Helping Plan Under the Guidance of Top Teacher

The helping plan is for those young teachers, in particular those graduates. The teachers for the high-quality courses should guide them to the helping plan, develop a detailed plan according to those young teachers' situation and implement the specific helping measures. Teachers can help young teachers take the role as soon as possible and speed up the pace of their professional growth with courseware, writing lesson plans, teaching guide, reporting summary form, etc. Helping plan will promote teachers to study future, expand their horizons, strengthen exchanges, so that more teachers can achieve self-worth in a higher platform, develop themselves into expert scholars. It's beneficial to the improvement of the teachers' overall teaching level and provides strong guarantee for the quality of teaching and sustainable development.

B. Establishing Training Mechanism of Modern Educational Technology

Training teachers is the premise to improve the quality of teaching. Teachers should familiarize with the advanced teaching methods, so that they can serve for the teaching well by using modern teaching media. The critical factor is the people to change the situation of a piece of chalk only. The use of modern educational technology puts forward higher requirements for teachers, therefore, it is necessary to train teachers with modern educational technology, to change the traditional teaching mode as well as to promote the quality of teaching. School should organize school teachers regularly to learn the using and simple maintenance of the slide projector, projections, video and video-kind show conventional audio-visual equipment in order that teachers can grasp and use the universal function and the deep functionality of audio-visual equipment to further enhance the availability of conventional audio-visual equipment. At the same time, school should develop excellence CAI software and multimedia educational software actively suiting the classroom teaching and guide teachers to optimize the teaching process by using computer. It will gradually improve the quality of teaching and teachers' teaching ability with a series of measures.

C. Creating Interactive Teaching Materials and Electronic Materials.

The construction of teaching materials is an important part of the construction of quality courses. However, there are some problems in current textbooks and they can't keep up with the development of the situation because of the long time for the preparation, publication cycle. For this reason, universities should create interactive teaching materials and electronic material and provide teachers with part writing for the cutting-edge research, new discipline, new course and initial results so teachers can communicate and use, which is helpful not only to facilitate the research, but also to correspond with the continuous development of the curriculum system and meet the training needs for lecturing-and-exercising.

D. Carrying out Various Competitions Scientifically and Reasonably.

The young teachers can learn from other teachers' teaching experience and skills through participating actively in and observing carefully the various competitions, such as lecture competition, courseware making competition. It will make teachers benefited a lot that teachers take along with a problem in teaching activities and observe the teaching activities of another teachers to see how they teach, adjust the classroom atmosphere and prompt the positivity of students, then, take length of human and make up short oneself.

E. Appointing Someone in Charge of High-Quality Curriculum.

The principal has overall responsibility for the construction of the High-quality Curriculum. For the passed High-quality Curriculum, school must implement the follow-up assessment, so that every principal of the High-quality Curriculum must submit the annual report about the construction achievement. School will assess the annual report in order to promote the principal always in the leading position and urge other teachers.

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