

Innovation and Improvement of Teaching Management System and Operation Mechanism in Higher Vocational Institutions

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Abstract: The teaching management system of higher vocational institutions is to organize, plan and control the work of teachers, and to ensure that students can obtain the corresponding credits and abilities in the learning process, which plays an important role in improving the quality of talents. At present, China's higher vocational education is facing a serious and complicated situation. Based on this background, this paper puts forward a series of innovative reform initiatives, aiming to provide reference for the innovation and improvement of teaching management system in higher education institutions.

Keywords: Higher education institutions, Teaching management, Operation mechanism, Innovation, Reflections

1. Introduction

The teaching management system of higher education institutions has become a very important part of the development of higher education in China in the process of continuous improvement and perfection, its main purpose is to improve the overall quality of college teachers and promote the continuous improvement of school education quality. At present, with the rapid development of social economy and technology and the improvement of people's quality of life, the demand for talents in society is gradually increasing. Under this background, many scholars have researched this field, but there are many problems in the current teaching management system of higher education institutions, such as the lack of a perfect teaching management system and the lack of a reasonable teaching management operation mechanism. Therefore, how to effectively reform the internal teaching management system of higher education institutions has become one of the most urgent and important topics nowadays.

2. The Current Situation of Teaching Management System and Operation Mechanism of Higher Education Institutions in China

2.1. China's Higher Education Institutions Generally Lack a Sound Teaching Management System

Teaching management system is an important part of higher education institutions, which not only determines whether the school education can develop smoothly, but also has a crucial influence on the future career competitiveness of students. In the current economic and social environment of China, many enterprises have some degree of prejudice about the mode of talent training and employment direction, so many colleges and universities blindly introduce foreign advanced experience or successful cases to improve their own teachers' level and professional settings, which are the consequences of the lack of a perfect teaching management system. Specifically, it is mainly manifested in two aspects. Firstly, there is a lack of perfect assessment system. Most of the colleges and universities in China use credit system as the evaluation standard to measure the quality and level of talent cultivation [1]. Secondly, educators do not have an accurate grasp of their own role in time and do not do a good job of career planning for students. These are important factors that restrict the reform and development of colleges and universities at present.

2.2. Most Higher Education Institutions Lack a Reasonable Teaching Management Operation Mechanism

The teaching management mechanism of higher education institutions mainly consists of teachers, students and school administrators, and these three parts influence each other. Firstly, under the traditional education system in China, although colleges and universities are an indispensable part of the social development process, this model is no longer able to meet the requirements for talent training quality in the rapid development of modern higher education. Secondly, China's higher education institutions lack reasonable and effective operation mechanism and perfect system and other related contents. Finally, at present, many higher vocational colleges have not established scientific and standardized teaching management system, management process and corresponding supporting facilities, which are also the main factors restricting the innovative teaching reform of higher vocational colleges.

At present, the teaching management operation mechanism of most higher vocational institutions is not scientific and reasonable, which is mainly caused by the deepening development of China's education reform, the continuous improvement of social and economic level and the expansion of talent training scale. In addition, some schools ignore the problems of students' comprehensive quality ability and employment quality when enrolling students, which leads to many "recruitment difficulties". In general, the teaching management operation mechanism of most higher vocational colleges and universities is still stuck in the traditional mode, it lacks innovation and improvement. Firstly, in terms of teachers, higher vocational institutions do not have reasonable and effective instructional education work for students. Secondly, there are problems in the internal assessment system of the school leading to low teaching efficiency, so much so that it cannot meet the actual needs of the society. Finally, the phenomenon of lack of communication between teachers and students is widespread [2].

2.3. Teaching Platform Needs to be Expanded and Improved

The innovation and improvement of teaching management system need to be carried out continuously within a certain period of time, and its content should be enriched. There is a common phenomenon in higher vocational institutions at present, there is no corresponding teaching platform established. In this situation, on the one hand, teachers are unable to satisfy students according to the courses they teach, there is a conflict between students' requirements for knowledge learning, and their own ability improvement. On the other hand, due to the lack of sufficient attention and incomplete supporting measures, which causes a certain degree of deficiency in the process of innovation and improvement of teaching management system, then leads to the unsatisfactory effect of the reform of teaching management system. We should make it clear that the innovation and improvement of teaching management system is a problem, which the colleges and universities must take into account in the process of reform and development. With the continuous expansion of higher education institutions, the scale of school operation is getting bigger and bigger, which puts forward higher and stricter requirements on the internal teaching team. At present, many institutions of higher education have not established a complete teaching platform system to meet the daily learning and management needs of students. In addition, some enterprises outsource teachers' work to other professional teachers or part-time staff for cost saving, which will affect the normal development and operation of universities to a certain extent [3].

2.4. Most Higher Education Institutions Lack Scientific Teaching Objectives

The teaching goal of China's institutions of higher education is to cultivate comprehensive talents with certain technical ability, rich in practical experience and able to adapt to the development requirements of the times. In the current situation, higher vocational institutions have not formulated a set of complete and scientific and reasonable teaching objectives, which are often copied and copied in the concrete implementation, which to a large extent is not conducive to students' summing up and reflecting on their own development. It is mainly manifested in three aspects. Firstly, higher vocational colleges and universities lack knowledge reserves for students' future employment positions in the process of schooling, and there are also some schools with unsound education systems, which lead many teachers to be unable to apply the knowledge and skills they master to the actual work, thus affecting the development of higher vocational colleges and universities. Secondly, there is no clear training goal for students. Many institutions of higher education have made detailed education plans that are highly targeted, operable and easy to achieve the expected results, but they ignore the law of

students' own development. Thirdly, there is a lack of effective evaluation and assessment mechanism and incentive mechanism for teachers' work ability. These problems are important challenges for the reform and improvement of higher education institutions [4].

3. Innovation and Improvement of Teaching Management System and Operation Mechanism of Higher Education Institutions in China

3.1. Sound Teaching Quality Management System

Teaching quality management system is the work of realizing the construction of teachers' team in good higher education institutions, which can improve students' comprehensive quality and vocational ability and promote education reform and development. Schools should strengthen the understanding of teaching system. From the national level, higher education institutions should establish a teaching management system that meets their own development needs according to the actual situation, formulate practical measures to ensure the smooth development of school running activities. From the enterprise point of view, higher education institutions should improve the teaching quality management system to improve the overall quality of students, taking into account the social needs and economic situation. In the operation of teaching quality management mechanism, students need to be guided in a comprehensive, systematic and standardized way. On the one hand, a set of scientific and perfect teaching quality evaluation system should be formulated which is in line with the actual development of higher vocational institutions. On the other hand, it is necessary to establish a sound and effective teaching management system that can be practically implemented, which must have the characteristics of strict compliance with strong execution, high operability and certain practicality, and also have good assessment standards that can adapt to the needs of society and have good working efficiency [5].

3.2. Strengthening the Main Position of Teaching Management of Second-Level Colleges

Higher vocational education is a basic discipline, and the second-level colleges occupy the main position in the teaching management system of higher vocational colleges, while the main position of teaching management of second-level colleges refers to the roles played by teachers and students under the educational reform. In order to run well, higher vocational colleges must change the traditional concept and strengthen the innovation of talent training target orientation, curriculum setting and assessment methods. At the same time, they need to strengthen the sense of mutual cooperation and coordination and cooperation development among all departments within the school, and also increase the work of information intercommunication and sharing mechanism construction. In general, the reform of secondary schools must adhere to the student-centered approach. The first step is to include teachers and researchers in the entire classroom. The second is to strengthen the construction of research teams and the cultivation of innovation. Finally, we should pay great attention to the overall level of teachers, so as to ensure the improvement of teaching quality and teaching effect, and the improvement of students' learning efficiency. In addition, we should enhance the competitiveness of teachers in the school, improve the teaching level of teachers, strengthen the construction of teachers in the school and improve the overall quality of students in the university. This will optimize the mutual development of teaching and learning in higher education institutions [6].

3.3. Increase the Construction of Faculty and Improve the Quality of Teachers

Teachers are the organizers of teaching activities and play a leading role in the whole teaching process. However, there are still some problems in the construction of teachers in higher vocational institutions. Based on this, higher vocational colleges and universities should establish a perfect teacher qualification certification system, improving the quality level of existing educators through a unified examination and assessment system. Then strengthen the implementation of training in place. On the one hand, schools should organize various kinds of professional skills competitions, knowledge lectures and other activities in various forms on a regular basis, so as to mobilize the enthusiasm of teaching staff to participate in the innovation and reform of teaching management system. On the other hand, the network resource platform is used for distance learning and exchange. Provide a teaching platform for teachers and promote communication and exchange between teachers and students.

Teacher team building in higher education institutions is a long-term, difficult and complex project, which requires the joint efforts of the government, schools and students before the problem can be solved. First of all, it is necessary to raise the importance of education professional training work, to

pay attention to the efforts to optimize and upgrade the existing full-time teacher team structure [7]. Special research and exploration should be carried out in terms of setting up teaching management courses and research topics within universities. Secondly, to strengthen the quantity and quality of teachers' reserve, to establish a team of high quality and high level teachers to meet the needs of modern society development. Finally, we should strengthen the cooperation between schools and enterprises, cultivate students' innovation consciousness, so as to ensure the better implementation and development of the university's schooling characteristics. In order to promote the reform and innovation requirements of higher education institutions, these are the directions that need to be constantly improved and improved, only in this way can students better receive higher education.

3.4. Target Principles for Strengthening Vocational Skills Development

Vocational skills education is the focus of higher education institutions, it is also an important vehicle to achieve the training objectives and teaching tasks. The objective of vocational skills training refers to the teachers of higher vocational colleges and universities making feasible programs to meet the development needs of students according to their characteristics and the actual situation of the schools. Specifically, the curriculum is set and arranged with employment-oriented and professional ability improvement as the main line. Firstly, we should pay attention to the construction of professional skills training courses, teachers can improve vocational skills by providing students with job training and organizing corresponding practical training sessions. Secondly, the methods and strategies adopted by teachers in higher education institutions in their educational and teaching activities should be changed effectively to cultivate talents, so as to promote the continuous improvement and optimization of the quality of the talent pool. At the same time, corresponding measures should be proposed for teachers in different positions so as to achieve teaching goals and improve students' employment rate. Third, advocate more communication between teachers and students in the classroom, form a reasonable standardized and scientific and orderly learning attitude in the student body [8].

3.5. Improve the Education Mechanism of Universities

In the current higher vocational education, there is a serious information asymmetry problem between teachers and students, which requires us to carry out reforms. In the teaching management system of higher vocational colleges, we should constantly improve the modern vocational education system and build an open modern and diversified talent training mode. The first is to establish a new curriculum system oriented by social demands and students' employment. Higher vocational colleges and universities should proactively connect with the society. In modern society, the rapid change of technology and the continuous improvement of economic level have prompted people to have higher and higher requirements for knowledge and information. The next step is to establish a new curriculum system that is scientific, rational, effective, targeted and able to meet the needs of the times, and use it to meet the demands of different types of talents in terms of education and teaching reform, so that the development of students' personalities can be adapted to the needs of society. Next, traditional professional knowledge and practical ability are combined, so that comprehensive quality evaluation and assessment can be carried out in a more intuitive way. Finally, it is necessary to set up a professional qualification system in higher education institutions and to set up standards for the assessment of the skills of the relevant disciplines to improve the overall level of teacher construction.

4. Conclusion

The teaching management system needs to be constantly innovated and improved in order to meet the social demands under the new situation. As one of the important components of China's higher education system, it is an inevitable trend of current education development for higher vocational colleges and universities to reform and innovate their personnel training mode. In addition, it is necessary to fully understand that there are shortcomings in students' own quality, professional ability and comprehensive education. Therefore, in the teaching management system, we should actively explore the new talent cultivation mechanism and operation mode in the new era. At the same time, it is also necessary to meet the requirements of society for higher vocational and technical skilled talents. The school side needs to continuously improve its own construction as well as the quality of teaching in colleges and universities, so as to promote the improvement of students' employability and comprehensive quality level, achieve the goal of higher vocational institutions' efficiency and

sustainable development.

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