

Research on the Innovation Path of Teaching Management in Undergraduate Colleges and Universities under the Background of Complete Credit System Reform

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Abstract: *Based on the background of the reform of complete credit system, this paper analyzes the problems existing in the process of teaching management in traditional undergraduate colleges, systematically studies the backward teaching management and teaching management evaluation system, and puts forward the corresponding countermeasures for the innovation and optimization of teaching management, so as to provide theoretical basis for further research on the innovation path of teaching management and help to cultivate innovative talents in the future .*

Keywords: *Complete credit system, Undergraduate colleges and universities, Teaching management, Innovation path*

1. Introduction

With the continuous development of culture and education, in order to better cultivate innovative talents, universities put forward a series of requirements for the concept of teaching management, teaching methods and education evaluation mechanism at this stage. Undergraduate colleges and universities need to optimize and innovate the original traditional teaching management mode to make it more perfectly adapt to the current comprehensive promotion of quality education and talent training plan in Colleges and universities [1-2]. Teaching management, as the core link of undergraduate university education management, plays an important role in all aspects of undergraduate university education, which ensures the normal teaching and constantly improves the teaching quality and effect of traditional undergraduate universities. Due to the backward concept of teaching management in traditional undergraduate colleges and universities, the teaching evaluation system needs to be improved. This paper will take the reform of complete credit system as the research background, optimize and innovate the traditional teaching management, and then gradually improve the teaching management of undergraduate colleges and universities, and cultivate innovative talents.

The complete credit system reform is to determine the course score according to the teaching training objectives and teaching plans, and to ensure that the undergraduate students achieve better teaching results by constantly balancing the proportion of each course. Based on the characteristics of the complete credit system reform, this paper studies the innovation path of the traditional undergraduate university teaching management mode, aiming at its core problems, provides more suitable optimization countermeasures for the development of undergraduate university teaching management, and contributes to the cultivation of better talents in the future.

2. Problems in the Process of Teaching Management in Traditional Universities

2.1 The Solidification of Traditional Teaching Management Mode in Universities

With the continuous advancement of the network era, the teaching management mode of undergraduate colleges and universities is also developing. The traditional teaching management of undergraduate colleges and universities is still restricted by the original teaching management mode and system. The backward management concept seriously hinders the traditional teaching management from absorbing advanced teaching ideas, resulting in the stagnation of the teaching management mode of undergraduate colleges and universities.

As the first mock exam has been carried out in China, the emphasis has been placed on teacher education, while ignoring the status of students as the main body of teaching. Under the implementation of this teaching management mode, the traditional undergraduate colleges and universities rely too much on the teaching management system of the school teachers, and train their students to become unified talents with unified models and unified concepts. Learning lacks the ability to form independent thinking and innovative consciousness, and basically depends on Teachers' Teaching [3]. Therefore, in the face of the teaching development of undergraduate colleges and universities, the vast majority of colleges and universities are restricted by the traditional teaching management mode, unable to deal with more complex teaching management problems, and the teaching effect is not obvious.

2.2 One Sided Teacher Evaluation System

The traditional teacher evaluation system focuses on the assessment of teaching and scientific research achievements, which leads to the focus on the number of published teaching articles and teaching and scientific research projects. To a certain extent, most teachers pay attention to published papers and works, which makes it difficult to further study the teaching process and teaching effect. It is very difficult for teachers' teaching management evaluators to evaluate the teaching effect of undergraduate colleges and universities comprehensively, which leads to more and more teachers teaching for scientific research. At the same time, the teacher evaluation system tends to emphasize the quantitative standard of scientific research achievements, and does not take the quality of teaching management as the core content of the constant teacher evaluation system, which seriously restricts the expansion of the scope of academic evaluation of teachers in undergraduate colleges and universities, resulting in the lack of affirmation of teachers' teaching achievements, and further hinders the development of teaching management mode in undergraduate colleges and universities.

The teacher evaluation system is to provide a better data basis for the formulation of teaching incentive mechanism in undergraduate colleges and universities. The teaching incentive mechanism is closely related to the rational allocation of academic resources in Colleges and universities and the competition for teachers' posts [4]. Because the results of teaching assessment in the teaching management of undergraduate colleges and universities account for a small proportion in the evaluation of teachers' professional titles and post competition, it can not fundamentally mobilize the enthusiasm of teachers to invest more in the reform of teaching management, thus restricting the development of the traditional teaching management model in Undergraduate Colleges and universities. Therefore, in the evaluation system of undergraduate university teachers, although there are certain requirements for the teaching effect of teachers, more evaluation focuses on the evaluation of teaching academic level, and it is very difficult to verify the quantitative model of teaching academic level, which hinders the accurate evaluation of teachers in traditional teaching management of universities.

3. Innovation Path Design of Teaching Management in Undergraduate Colleges and Universities

3.1 Innovation of Teaching Management Concept in Undergraduate Colleges and Universities

The importance of teaching quality is the basis of effective teaching management activities in Colleges and universities. Only in the process of development, can colleges and universities optimize and innovate their teaching management better, fundamentally improve their teaching quality and better cultivate students to be innovative talents. At present, undergraduate colleges and universities should first take the idea of optimizing teaching management as the basis of their innovation path of teaching management based on the background of complete credit system reform, and carry out innovative research around the construction of teaching management discipline, daily teaching innovation and teaching quality evaluation, so as to further deepen the reform and innovation of teaching management concept, constantly update the teaching management concept, and from the root This paper aims to improve the cognition of innovative teaching management concept.

Under the background of complete credit system reform, the innovation path of teaching management in Colleges and universities should rely on the development of characteristic disciplines, build a high-level teaching management team, combine professional teaching with comprehensive teaching advantages, highlight the concept of innovative teaching management in Colleges and universities, and optimize the number and specification of teaching courses in traditional teaching management to focus on teaching quality, Adjust the teaching subjects and majors to improve the

adaptability of teaching management concept. Respect the physical and mental development of undergraduate students, adhere to the student-centered teaching management concept, and constantly cultivate high-quality innovative education talents. Due to the traditional undergraduate teaching management process is easy to appear “closed” and “nanny” teaching management method, which is not conducive to the cultivation of university talents with practical ability and innovation ability. Under the background of complete credit system reform, the teaching management concept of undergraduate colleges and universities abandons the original solidified teaching thinking mode, implements the innovative teaching management mode of combining active learning atmosphere with strict teaching management, breaks the shackles of teaching management concept, and further improves the adaptability of teaching management to the future innovation and development of undergraduate colleges and universities.

3.2 Optimizing the Evaluation Mechanism of Teaching Management in Universities

As the traditional undergraduate teaching management evaluation system mainly focuses on the theoretical teaching evaluation and ignores the practical teaching management evaluation, we should optimize the evaluation theory in the innovative teaching management evaluation system under the background of the complete credit system reform, so as to further promote the cultivation of undergraduate talents. Under the background of the complete credit system reform, the teaching quality management is regarded as the basis of the teaching management evaluation system, and the diversified and multi angle teaching evaluation standards are regarded as the core of the approved teaching management evaluation system [5-6]. Various forms of evaluation methods are used to optimize the whole teaching management evaluation mechanism. Optimizing the evaluation mechanism of teaching management in undergraduate colleges and universities is to put the evaluation mechanism of teaching management throughout the process of teaching management, give full play to the functions of teaching management such as guidance, control and supervision, optimize the working process of teaching management, continuously improve and improve the quality of teaching management in undergraduate colleges and universities, and cultivate innovative talents.

In the evaluation mechanism of teaching management, the traditional evaluation system of teaching management should be continuously optimized. The evaluation of teaching management in Colleges and universities should focus more on the evaluation of teaching effect, teaching methods and teachers' teaching attitude, and attach importance to the evaluation results of teaching management. The obtained teaching evaluation data should be collected, analyzed and studied, and associated with the activities of teachers' competition and evaluation. The new evaluation mechanism of teaching management can motivate the teachers in Colleges and universities, and fundamentally mobilize the enthusiasm of teachers in teaching.

4. Conclusion

With the continuous development of the popularization of undergraduate education in Colleges and universities, college education is facing many challenges, which leads to the disadvantages of its traditional teaching management. How to better optimize the traditional teaching management has become an urgent problem for colleges and universities. Based on the above analysis of the teaching management concept and teaching evaluation system of undergraduate colleges and universities, this paper optimizes and innovates the problems under the background of the reform of the complete credit system, so as to maximize the service of the optimized teaching management of undergraduate colleges and universities for university teaching, promote the process of teaching management reform, and provide practical reference for the future undergraduate education and even the whole education field. The theoretical basis of teaching management of the bank.

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