

In-Depth Study on the Integration and Management of Teaching Resources of Public Elective Course Teachers in Colleges and Universities

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ABSTRACT. *Compared with the curriculum system of colleges and universities, public elective courses are an essential part, which can extend the scope of students' knowledge to the greatest extent, enhance their humanistic quality and correct their conduct. However, in the current public elective courses of colleges and universities, the problems concerning the integration and management of teaching resources are serious, and the teaching resources cannot be fully utilized. The article thoroughly discusses the problem of integrated management of teaching resources for public elective courses, formulates effective solutions based on the problems, and fully demonstrates the value of higher education.*

KEYWORDS: *Public elective courses, Teaching resources, Integrated management*

1. Introduction

Public elective course is an independent elective education course for all students in colleges and universities. It plays a leading role in the education system of colleges and universities. It can further strengthen students' innovative thinking, expand their horizons, enrich their professional knowledge, enhance their quality literacy, and play a decisive role in improving the quality education level. However, due to the obvious problems in the addition, management and evaluation of public elective courses in colleges and universities, the teachers are lack, which fails to reflect the advantages of the courses.

2. Integrated Management of Teaching Resources of Public Elective Courses

2.1 The Purpose of the Student's Course Selection is Unclear and the Attitude is Not Correct

For one thing, most students know very little about the specific situation of the

course they choose when choosing a course, but only know the name of the course, the lecturer, the time and location of the lecture. Only then did I realize that what I learned was not something that I had to master, so that there was a situation of whispering and truancy. For another thing, it is the most common phenomenon at this stage to follow the trend, choose popular courses, and choose subjects that are easy to earn credits. Students who follow the crowd generally lack judgment, are not subjective, and are easily influenced by others. Other students choose what they choose, and they do not plan and choose according to their own conditions. There are also a few students who consult with their seniors and sisters before choosing courses to find subjects that are usually simpler to manage and evaluate. The purpose of these students' course selection is to easily control the exams and earn credits. In addition, in order to prevent conflicts between public elective courses and other subjects, the school gives students as many opportunities as possible to choose courses. These elective courses are generally arranged during breaks. This arrangement conflicts with students' extracurricular time, making many Students have a loose learning attitude and absenteeism [1].

2.2 The Assessment System is Not Strict and Lacks Teaching Evaluation

On the one hand, the school lacks a certain degree of supervision, and the teaching quality supervision system is not reflected in the public elective courses in colleges and universities. For example, the school's annual assignments, teaching plans, and examination paper examinations are not within the scope of the public elective courses. Random inspections of lectures and public elective courses are not included, which makes the supervision of the course poor. On the other hand, in order to further strengthen the authenticity of the assessment results, colleges and universities advocate that the assessment model of public elective courses tends to be diverse, requiring course teachers to choose the best assessment method. However, colleges and universities have seriously neglected the importance of assessment and evaluation. Teachers have made assessment methods very simple, mostly based on grades and thesis. The scores mainly see the diligence and test results. The thesis topics are set and modified by the teacher. When the teacher is in a poor preparation state or the assessment is too formal, it will lead to a sharp decline in teaching quality. The teaching evaluation of public elective courses lacks attention, and colleges and universities neglect the work of teachers and students' learning achievements.

2.3 Teachers Are Free to Open Courses, and the Quality of Teaching is Difficult to Guarantee

At this stage, the first step in the establishment of public elective courses in colleges and universities is to first apply for a teacher in class, wait for the students' approval, and wait for the approval of the Academic Affairs Department before they can be promoted to the whole school. In order to ensure that the public elective courses are diverse, rich in content, and diverse in form, highlight the systematic and

standardization of the curriculum types, fundamentally strengthen the students' own literacy, which is conducive to the broadening of students' thinking modes and thus achieve the teaching goals. The relevant policies introduced by colleges and universities advocate broadening the scope of public elective courses and arranging as many courses as possible. Therefore, the school's administrative affairs department reviews the teaching qualifications of the applicant teachers relatively broadly, especially the subjects of art appreciation and employability training. When the management methods for the public elective courses were loose, many young teachers did not have a thorough understanding of the course and applied and started the courses at will, which made the course construction less stable [2]. This situation makes public electives a decoration. Teachers have not invested too much in curriculum construction. The preparations for lectures, lectures, and exams are inadequate, seriously reducing the quality of public elective courses, and making students' attendance rate lower. At the same time, the public elective courses are not well-educated, and many teachers with rich academic qualifications and experience have their own work and tasks, and cannot devote more time and energy to the public elective courses.

3. The Reform Trend of Integrated Management of Teaching Resources for Public Elective Courses

3.1 Improve Course Construction and Add Types of Public Elective Courses

For one thing, based on expanding the knowledge structure of students, it is necessary to reduce the content of students' public elective courses. For example, students of other majors are required to make adjustments in the number of electives required and choose a subject that is not related to their major. The purpose of this is to comprehensively develop students' knowledge areas, understand the knowledge content of other majors, so as to obtain certain credits, and complete the task of expanding knowledge^[3].

For another thing, we should try our best to realize the teaching resource sharing plan between schools and invite professional teachers from other schools to explain the public elective courses. The school has increased investment in modern online teaching resources, set up online video open classes to fill the vacancy of lack of teaching resources, and let students listen to the lecture characteristics of other teachers. The school places the training object on the teachers in the school, such as those who only like the core courses but can't start classes independently, or those who shoulder the role of class teacher of online video open class. For these teachers, online and offline activities are arranged to fundamentally improve the teaching level, so that the teachers can start classes alone.

3.2 Optimize the Course Selection System and Improve the Guidance of Course Selection

On the one hand, we will further improve and transform the public elective system to facilitate students to select courses quickly. First of all, in the course selection, the course name can be selected to understand the course content and the qualification of the lecturer. The teacher records a short course content introduction video in advance through the micro course teaching method, so that students can have a deep understanding of the target course, and prevent the situation of selecting public elective courses only based on the course name. Secondly, the course selection management module can complete the task of course recommendation. When students select the subjects with full course capacity, the system will recommend other subjects for students to select, so that students will be more satisfied with their courses. Finally, replacing the system server regularly can not only hold a variety of data information, but also improve the data access.

On the other hand, teachers with high teaching qualifications are shouldering the role of elective teachers. The elective teachers are not only student counselors but also their professional teachers. Counselors must grasp each student's preferences, what they are good at, and their own conditions. Professional teachers need to have a deep understanding of the student's learning background and assist students in choosing the appropriate course. Combining the characteristics of students to help students choose courses can enable them to master the course content and knowledge in more detail, understand them, and choose courses targetedly^[4].

3.3 Adjust the Access Mechanism

On the one hand, according to the admission standard of public elective teachers, scientific and rigorous planning is needed to improve the efficiency of teachers' team on the basis of relevant systems. For example, the school can launch several policies to publicize the list of teachers of public elective courses and the qualification certificates they have obtained; these teachers must have more than two years of teaching experience, and have explained a course independently. If the lecture content and the major span are large, the old teachers can be required to publish two papers in their major. This purpose can maximize the fairness of public elective courses, improve the professional level of teachers, and enrich teaching experience. In the normal work, the school should combine the teachers' level and training purpose, improve or reduce the standard, so as to meet the corresponding requirements.

On the other hand, the relevant administrative departments must strictly enforce the law, in order to broaden the scope of public elective courses, increase the types of courses, and reduce the qualifications of teachers in daily work. If the standard is reduced, a large number of teachers who do not meet the conditions will apply for the explanation of public elective courses. The scene is difficult to control, and the pressure of management approval will be increased, resulting in the teaching effect of public elective courses in colleges and universities is inconsistent with the expectation. This kind of public elective course, which only values quantity but neglects quality, is only a waste of resources and cannot achieve the effect of adding this course.

4. Conclusion

In summary, the establishment of public elective courses conforms to the trend of higher education reform, expands the scale of students' knowledge, and improves their comprehensive quality, so as to meet the current social requirements for talents. In this regard, the establishment of public elective courses can further strengthen the education level of colleges and universities, recognize the importance of the course, not only grant policy support, but also strengthen supervision and continuous updating, through new educational methods, highlight the diversity of public elective courses, fully reflect the value of the course and ensure the efficient use of educational resources.

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