

Research on the Path of Improving Undergraduate Teaching Quality under the Background of Building First Class Majors

Kewei Chen

Zhejiang Yuexiu University, Shaoxing 312000, Zhejiang, China

39512297@qq.com

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Abstract: In order to adapt to the background of first-class professional construction and comprehensively improve the quality of undergraduate teaching, a comprehensive exploration of the improvement path is conducted from multiple dimensions such as talent training program reform, curriculum standard revision, teaching design optimization, classroom teaching improvement, teaching assessment reform, and teaching feedback extension. The focus is on the comprehensive integration of ideological and political education into the curriculum, as well as the position and role of teaching teams in multiple teaching stages. Some actionable opinions and suggestions are proposed, in order to provide a comprehensive reference for the teaching reform and professional construction of local undergraduate colleges.

1. Introduction

The report of the 19th National Congress of the Communist Party of China clearly proposes to "accelerate the construction of first-class universities and disciplines, achieve connotative development of higher education", promote the construction of new engineering, new medical, new agricultural, and new humanities, strengthen first-class undergraduate programs, build first-class majors, and cultivate first-class talents, comprehensively revitalize undergraduate education, and improve the talent cultivation capacity of universities. Professional construction is essentially a talent cultivation project, and cultivating advanced applied talents that meet the needs of national economic construction and industry development has become the teaching development mission of various first-class professional construction points. The quality of teaching faces significant opportunities for improvement and severe acceptance challenges.

Scholars have conducted extensive research on the path to improving the quality of

undergraduate teaching from various perspectives, including industry university cooperation, teaching team building, research feedback teaching, curriculum ideological and political education, experimental teaching, classroom revolution, interactive teaching, student perspective, teaching supervision, teaching management, teaching autonomy, and tilted teaching funds, and have put forward many constructive opinions and suggestions. Improving teaching quality is a systematic project that requires close cooperation between educational management institutions, university teaching management departments, teaching units, teachers, and students, paying attention to every aspect and link of the teaching process, and involving all staff [1]. The text takes the construction of first-class majors as the background, and explores the path to improve the quality of undergraduate teaching according to the ideas of talent training program reform, curriculum standard revision, teaching design optimization, classroom teaching improvement, teaching assessment reform, and teaching feedback extension.

2. Reform of Talent Training Programs

The talent cultivation plan is an important support for talent cultivation in universities, and the key to the construction of the new liberal arts lies in the transformation of the top-level design of the liberal arts talent cultivation mode. The talent cultivation plan should first meet the basic requirements of the National Standards for Teaching Quality of Undergraduate Majors in Higher Education Institutions. On this basis, if the professional positioning can be further determined based on the actual situation of each university, students in their own majors will have certain advantages in professional technology, innovation ability, and professionalism, which will form their own professional characteristics and improve their compatibility with the job market [2].

Talent cultivation not only requires developing a plan for what kind of people to cultivate and how to cultivate them, but also answering the question of who to cultivate people for. The ideological and political elements of the curriculum should not only be reflected in the curriculum standards and classroom teaching, but also have general guidelines in the talent cultivation plan. Therefore, there is a need for improvement in the current talent training program. On the basis of meeting national standards, elements such as professional positioning, industry university cooperation, curriculum ideological and political education, and labor education should be included in corresponding modules to adapt to the new requirements of first-class professional construction and provide a more comprehensive top-level design guarantee for improving the quality of undergraduate teaching.

3. Revision of Course Standards

The curriculum standard is the "constitution" of a course, serving as the baton for the teaching process and student academic performance assessment. The formulation of curriculum standards should first meet the basic requirements of talent training programs, but their guidance should be more clear. Clarifying the ideological and political elements of the curriculum in the curriculum standards is conducive to the implementation of the important answer of "cultivating people for whom". The teaching content is strictly determined and arranged in a systematic manner according to the talent cultivation plan, providing institutional guarantees for "cultivating what people and how to cultivate them". The teaching team plays a practical service role, jointly building a controllable and inspectable framework to ensure the quality of teaching [3].

4. Optimization of Teaching Design

The Opinion of the Ministry of Education on Deepening the Reform of Undergraduate Education

and Improving the Quality of Talent Training in a Comprehensive Way clearly points out the need to strengthen the function of scientific research education, promote universities to timely convert the latest scientific research achievements into teaching content, and stimulate students' interest in professional learning. Strengthen guidance on student scientific research activities, support students to enter projects, laboratories, and teams early, and improve their innovation and practical abilities through high-level scientific research. In the process of teaching design, it is necessary to divergent thinking under the overall and chapter requirements of the curriculum standards, insight into the connection points of scientific research feedback teaching, and guide students to explore learning. During the exploration process, the undergraduate mentor system can be utilized to form a dynamic team led by mentors and senior students, ultimately forming an advanced model centered around discipline construction to support talent cultivation and scientific research to support teaching. In guiding student practice, graduation thesis, and student competitions, targeted teaching design should be carried out to create typical cases of research feedback teaching [4].

Designing teaching according to curriculum standards and creating high-quality lesson plans is a prerequisite for ensuring teaching quality. Encouraging teachers to optimize teaching design through research feedback and case studies is beneficial for improving students' learning interest and innovation literacy. Team collaboration can not only reduce the workload of teachers, but also facilitate resource integration.

5. Classroom Teaching Improvement

The classroom is the practical stage of top-level design, which is most familiar to ordinary teachers and also the field of teaching research [5].

Concept teaching. Concepts are the teaching content of any course, which is often easy to read but not easy to explain, especially in the field of humanities and social sciences where some concepts are not clearly defined. In the teaching process, it is recommended to guide students to define themselves first, as directly reading the definition in the textbook is often not novel or impactful. Comparing it with the textbook definition through self definition is also beneficial for understanding and respecting the wisdom and thinking perspective of knowledge predecessors.

Clear teaching context and prominent issues. In classroom teaching evaluation, it is common to evaluate whether the context is clear and whether the key points are prominent. With the assistance of PPT in modern teaching, if teachers emphasize and connect appropriately at key points, it is not difficult to clarify the knowledge flow. However, at the same time, a common phenomenon in the teaching process is to treat each knowledge point equally, or to give in-depth lectures or shallow evaluations based on the amount of PPT content, rarely dividing the focus based on teaching objectives.

Teaching Methods and Application of Teaching Methods. Interactive teaching, case-based teaching method, and analogical teaching method are common themes in teaching research, which are theoretically rich and have gained many consensus affirmations. However, in teaching practice, to apply it well, it not only requires teachers to have a thorough grasp of knowledge and careful design, but also is constrained by factors such as class size and hardware conditions. Sometimes, it also requires emotional guidance from teachers and students and scientific research guidance.

Integration of ideological and political education into the curriculum. The concept of ideological and political education in the curriculum has been significantly strengthened and reflected in the teaching staff of universities. Teachers will consciously "add" ideological and political elements to classroom teaching, but there is still a certain gap from "integrating" and achieving silent ideological and political education.

6. Reform of Teaching Assessment

Guangming Daily once published a commentary: Is "separation of education and examination" a good way to improve the quality of talent cultivation? From the perspective of exams, the separation of teaching and examination can indeed promote teachers to attach importance to teaching and encourage students to take exams seriously. However, there are still many problems in truly promoting the separation of teaching and examination. There are certain challenges in terms of question setters, examiners, confidentiality, student pass rates, trust among teachers, and exam orientation. To a certain extent, it is still feasible and desirable to partially achieve the separation of teaching and examination by forming a teaching team. The teaching team is a strong and sustainable internal driving force for the teaching quality assurance system. With the teaching team as the core, teaching quality can be effectively implemented in the teaching quality assurance system.

Teaching assessment is one of the important ways to evaluate teaching quality. Led by the teaching team, the implementation of "separation of teaching and examination" to a certain extent is in line with the spiritual orientation of reasonable "increasing burden" for college students, and can also promote teachers to pay more attention to teaching, make students take exams seriously, and provide internal motivation for improving teaching quality.

7. Extension of Teaching Feedback

Feedback is a general characteristic of a system. The various measures and overall design for the construction of first-class majors ultimately need to be tested through practice, and many problems inevitably arise during the testing. Only by collecting this information and feedback it to the corresponding links of the teaching system for continuous improvement, repeating the cycle, and ultimately achieving the effect of continuously improving the quality of teaching and approaching the standards of first-class majors. In practice, it can be carried out through methods such as student evaluation, student discussions, teacher discussions, departmental teaching discussions, teaching supervision and feedback, and dean's mailbox. In terms of scheduling, collecting opinions and suggestions from previous students on the training process online after the end of exams or even graduation may provide more authentic and constructive feedback. In addition, during the student internship period, the college organizes guidance teachers to visit relatively concentrated internship units to understand the student's internship situation, while also coordinating with internship enterprises and institutions to listen to the employer's opinions and training suggestions for the students. By extending the breadth of feedback information in time and space, and enhancing the depth of feedback information through collection methods and channels, the comprehensiveness and reliability of teaching feedback information will be improved, providing decision-making basis for optimizing the later teaching process.

8. Conclusion

With the optimization of teaching processes as the main thread and the management and supervision of teaching quality as the extension, this paper systematically considers and explores the path to improve undergraduate teaching quality under the background of first-class professional construction, divided into six modules: talent cultivation plan, curriculum standards, teaching design, classroom teaching, teaching assessment, and teaching feedback. It elaborates on the application issues of industry university cooperation, scientific research feedback, teaching methods, and exercise banks in corresponding modules, Emphasis was placed on the importance and integration of course ideology and teaching teams. Improving the quality of undergraduate teaching requires cooperation and interaction from multiple aspects, overall promotion, reform of the teacher

assessment and evaluation system, guidance for teachers to invest in education and teaching, while implementing and expanding the autonomy of teachers in education and teaching, strictly adhering to talent cultivation standards, guided by scientific research, assisting experimental practice teaching and student competition guidance, and cultivating modern university students with first-class professional standards.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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