

The Role of Undergraduate Tutorial System in Improving the Comprehensive Quality of Undergraduates

Hongquan Liu^{1, a, *}, Sutao Liang¹ and Dian Yuan¹

¹Hebei Agricultural University, Baoding 071001, China.

^alhq@hebau.edu.cn

Abstract

With the advancement of science and technology and the development of society, China's demand for high-level talents is increasing. China's colleges and universities shoulder the important mission of cultivating innovative talents in the new era. Cultivating high-level talents with solid basic knowledge, strong comprehensive ability, and innovative ability requires universities to continuously improve the education system, strengthen the educational concept of "all-people education", and truly integrate the cultivation of student abilities into the school's education. In a link. The development of the undergraduate tutoring system is one of the main ways to achieve "full staff education." In recent years, the undergraduate tutor system in China is based on the experience of foreign higher education and management in some institutions of higher learning in China, to meet the needs of the development of higher education in China, and to explore the cultivation of a number of innovative potentials in undergraduate education. A new type of working mechanism for high-quality talents. The so-called undergraduate mentor system is a new type of working mechanism with potential and innovative high-quality talents. Under the premise of two-way choice of teachers and students, a professional and profound teacher with good morals is the instructor of undergraduates. A teaching system that gives individual guidance to students' learning, morals, life, and psychology. It can make students not limited to textbooks, enable them to participate in practical applications, expand knowledge, increase awareness, enhance their brain flexibility, meticulous thinking, and rigorous research.

Keywords

Undergraduate tutoring system, education, talent.

1. Research Background

In the course of more than 100 years of development of the undergraduate tutor system in universities, the form and content of the undergraduate tutor system can be described as diverse. However, previous studies have shown that teachers are an important factor influencing the development of students, and the role of teachers has gradually changed from preaching, teaching, and defusing to facilitators and motivators. In the development of the undergraduate mentor system, mentors not only disseminate professional knowledge to students, but also pass information to students through their own experience to expand student horizons; after communicating with students, they understand the different interests and hobbies of each student Combined with the characteristics of students, help students establish a correct outlook on life and values; answer the difficulties encountered by students in their study and life, and encourage students to bravely work towards their goals. In this process, the tutor's support to students becomes the key to maintaining a good state of students during the learning process.

2. The Undergraduate Tutor System Is the Objective Need of Psychological Characteristics of Undergraduates

The undergraduate stage is a transitional stage from the immature to mature individual development. It is an important period to form college students' outlook on life, values and worldview. Its physiology and psychology are still in an unstable development stage. They have four psychological characteristics: one is easy to accept external stimuli and impressions; the other is imaginative and ideal; the third is easy to evoke emotions and stimulate enthusiasm; the fourth is to dare to act without fear, these characteristics were the most precious wealth. The dignity of life and the splendor of culture are derived from this. Youth also have three or four dangers: one is exile, the other is stubbornness, the third is depression, and the fourth is fading. "The role of a mentor is to guide students to develop in their own good characteristics, to enable college students to study and live energetically, to cultivate comprehensive and talented people with independent thinking and innovative abilities, and to maximize the potential of students. Stimulate students' creative enthusiasm, enable students to successfully complete their studies, and lay a solid foundation for future social or further studies. Without the guidance and guidance of a mentor, students are likely to go to the other extreme, the four dangers mentioned above. At present, among our young students, there are many irresponsible ultra-liberals, romantics, and even decadents. From this perspective, it is more meaningful to implement the mentor system in the undergraduate education stage than in the graduate education stage.

3. Students' Gains

Students' gains from the tutoring system vary from person to person, and most of them focus on learning. For example, the gains are: professional study, connection with other students in scientific research, expansion of the circle of friends, learning progress, understanding of things other than learning, increasing social experience, ideological and moral influence has a great impact, and help to understand the teachers and students. Communicate and understand your future development direction to resolve psychological confusion.

3.1. Influence of Undergraduate Tutoring System on Student Motivation

Researchers at work found that during the mentoring activities, students interacted with the mentor, students asked questions to the mentor, the mentor answered and gave suggestions, and the process of obtaining support from students could help students develop a more active learning attitude; mentor success Experience has provided students with good learning models. Students often use their mentors as "idols" to set higher learning target practice models. Students often use their mentors as "idols" to set higher learning goals. Even through the guidance of the mentor, it stimulated the students' interest in in-depth research in a certain field, laid a solid foundation for their future development direction, and through practice, actively participated in scientific research training while learning the basic knowledge. It can be said that the tutor's supportive behavior has played a positive role for students' learning motivation, thereby improving their learning motivation.

3.2. The Influence of Undergraduate Tutoring System on Training Students' Self-Learning Ability

The famous American futurist Arwin, Toffler put forward a far-reaching saying-"The future of illiteracy is no longer illiterate, but those who have not learned to learn." "With the advent of the knowledge economy, knowledge The total amount is increasing faster and faster, and the stale cycle of knowledge is getting shorter and shorter. To keep up with the times, lifelong learning is required. In today's society, learning to learn has become an important goal of the

university learning stage. After that, the tutor rooted the student's specific learning plan, designated the student to read some related books or materials, and asked the students to write their reading experiences or express their different opinions. After a period of training, the students' self-learning ability, reading ability, and independent analysis The ability to solve problems and the ability to select materials will be greatly improved. This avoids students' blindness in learning and improves learning efficiency.

3.3. Influence of Undergraduate Tutoring System on Cultivating Students' Creative Ability

The deep level of innovative spirit and ability comes from solid basic knowledge, scientific thinking mode, ability to drive knowledge and grasp opportunities, and good psychological quality. The cultivation of this spirit of innovation depends on the reform of individual teaching links and a single practical activity. It is difficult to achieve results. The survey shows that: 63% of students want to participate in the research project of their supervisors, and 62.4% of the teachers want students to participate in their research projects. After implementing the mentoring system, students have the opportunity to participate in mentor's scientific research projects and projects. Students must complete some tasks of a scientific nature under the guidance of their mentor. To complete these tasks, it is not enough to rely on the knowledge learned in the classroom. I will take questions to find the materials I need, so that I can stimulate students' desire for autonomous learning, while improving their autonomous learning ability, while participating in scientific research activities, students must use their existing knowledge to innovate. Only by thinking systematically, systematically, and clearly can we think about specific problems and solve problems in scientific research.

3.4. Influence of Undergraduate Tutorial System on Cultivating Students' Thinking Mode

In the process of participating in scientific research activities, students obtain not only the knowledge to be learned from the instructors' teachings, but also the attitude to study things and engage in learning with a critical spirit and the way of thinking that affects their lives. It can teach students not to panic, to calmly think about problems and to solve problems with the correct scientific research attitude, and to achieve spiritual and spiritual harmony in the process of communicating with the mentor.

3.5. Influence of Undergraduate Tutoring System on Fostering Students' Team Awareness

Scientific research projects are often not easily completed by one or two students. In the process of students participating in scientific research, we must not avoid getting along with others. Students want to complete scientific research tasks efficiently and with high quality. In addition to the mentor's careful guidance, they also need high-quality cooperation between teams. The entire team needs to be united, have a clear division of labor, cooperate with each other, and help each other. When encountering problems, try to find a solution together, discuss and ask the mentor to solve it, and avoid personal actions and group division. This also laid a good foundation for students' social life in the future.

4. Conclusion

Talent training is a long-term process and the basic mission of higher education. The basic task of cultivating students must not be ignored under any conditions. Practice has proven that the undergraduate mentor system is an effective measure to improve the quality of undergraduate training, but China's undergraduate mentor system is still in its early stages of development. Through investigation and research, the implementation of the undergraduate mentor system

still has some problems that need to be resolved, reflecting In terms of tutor resources, student responsibilities, teaching activities, system management, etc., these existing problems still need to be gradually solved in order to make this system gradually perfect. It is necessary to actively explore a tutoring system model that suits the school's situation and establish a corresponding assessment and evaluation mechanism. Since it has been implemented, this system must be implemented for a long time. It cannot be changed from day to day, and cannot be withdrawn because of difficulties encountered at the initial stage. Otherwise, it will only cause waste of people, money and material.

Acknowledgements

The Tenth Batch of Teaching Research Projects of Hebei Agricultural University (2018ZD05).

References

- [1] Ren Ye, An empirical study on the influence of undergraduate tutor support behavior on college students' creative tendency(MS.,University of Electronic Science and Technology of China, China, 2013)p.10.
- [2] Hu Shouhua. Research on the Undergraduate Tutor System in Colleges and Universities (East China Normal University,China,2006)p.3.
- [3] Wang Hanqing, Kuang Zhihua, Wang Qingsheng, Curie Yi: Correlation analysis of academic performance and innovation ability of college students, Journal of Nanjing University of Science and Technology (Social Science). 01(2008) p. 87-94.
- [4] Guo Xinxin. Research on Undergraduate Tutorial System(MS.,Jinan University, China, 2007)p.18.
- [5] Cao Shifu. Research on Undergraduate Tutorial System under Credit System (Hunan Agricultural University, China, 2006).p.23.