

# Exploring the Path to Improve the Teaching Supervision System in Higher Education Institutions under the Background of High Quality Development

Junwei Xu<sup>1</sup>, Rulin Li<sup>2</sup>, Minrui Li<sup>3, a</sup>

<sup>1</sup>School of law, Anhui University of Finance and Economics, Bengbu, 233030, Chin

<sup>2</sup>School of law, Anhui University of Finance and Economics, Bengbu, 233030, China

<sup>3</sup>The Party School of the Work Committee of the Communist Party of China's Anhui Provincial Organs; Hefei, 230601, China

<sup>a</sup>1065815744@qq.com

## Abstract

Since the new era, there has been a demand for high-quality development in the education industry. As an important part of the education industry, higher education must fully play the fundamental role of teaching supervision and improve the teaching supervision system in universities. There are currently problems in the operation mechanism of teaching supervision in universities, such as inadequate professionalization of the teaching supervision team, and insufficient development of the connotation of teaching supervision work. In the context of high-quality development, we must adhere to a development path that takes running education that satisfies the people as the foothold, building fair and high-quality education as the core content, and starting from common governance, in order to improve the teaching supervision system of universities.

## Keywords

High quality development, Teaching supervision in universities, Path improvement.

## 1. The Necessity of Improving The Teaching Supervision System in Universities

The Resolution of the Central Committee of the Communist Party of China on the Major Achievements and Historical Experience of the Party's Centennial Struggle, passed at the Sixth Plenary Session of the 19th Central Committee of the Communist Party of China, once again emphasized the need to achieve high-quality development and promote changes in the quality, efficiency, and driving force of economic development. From the current development practice, high-quality development is an imperative new direction for education, and the economic foundation determines the superstructure. In the process of implementing high-quality economic development, the education industry is also penetrated and extended. The proposal of the Central Committee of the Communist Party of China on formulating the 14th Five Year Plan for National Economic and Social Development and the 2035 Long Range Goals, which was reviewed and approved at the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China, clearly proposes the construction of a high-quality education system. From the perspective of theoretical development, Marxist epistemology proposes that practice produces theory and theory guides the development of practice. High quality development is following objective laws, from practice to understanding, to new practice and then to new understanding. Higher education is an important component of the education industry, and teaching supervision is a way of connecting students, teaching teachers, and schools, playing a

fundamental role in the development of higher education. Therefore, in the context of economic reform, the teaching supervision of colleges and universities should actively adapt to the new pattern and new ideas, consciously become an endogenous variable in the Dual circulation, scientifically grasp the essence of high-quality development, actively face the new situation and meet new needs.

## **2. Reflection on the Existing Problems of the Teaching Supervision System in Universities**

### **2.1. The operational mechanism of teaching supervision is not sound**

In 2012, China issued the "Regulations on Education Supervision", which stipulated the basic matters of education supervision and included universities in the scope of supervision. However, this does not mean the establishment and improvement of the teaching supervision system in universities. From a policy and legal perspective, currently China's regulations on supervision focus on overall education supervision, with an urgent focus on the effectiveness of the actual operation of education supervision. For example, in recent years, the reform documents of the education supervision system and mechanism have been issued, and supervision is only a part of the content, with even less relevant content on university supervision. The lack of high-level policies, laws and regulations or guiding Sexual norm in the field of teaching supervision in colleges and universities will lead to the defect of the integrity of the system of teaching supervision in colleges and universities. On the other hand, there are obstacles to the integration of specific systems for teaching supervision in universities. Under the basic framework of the legal system of educational supervision, various universities have established corresponding teaching supervision work systems. Teaching supervision should be a comprehensive and systematic operating mechanism that includes various specific systems. In order to deepen the reform of the education supervision system, each university must adjust its own teaching supervision system to adapt to the development of the new era. However, its specific management system is not perfect, such as the working mechanism of teaching supervision, the responsibility distribution system of teaching supervision, talent training system, and teaching supervision evaluation system. Universities often only establish or adjust some systems, while other corresponding mechanisms are not updated and improved, which can lead to the phenomenon of various specific systems not being integrated into the overall institutional framework.

### **2.2. Lack of specialization in the teaching supervision team**

The principle of professionalism is proposed based on the need to rely on knowledge or experience in the professional field to achieve certain administrative goals. The significant characteristic of teaching supervision behavior, which is different from other activities, is its professionalism. When implementing teaching supervision, it should be based on the educational characteristics of various levels and types of schools. When conducting supervision and evaluation of universities, it is necessary to fully understand and master the relevant knowledge of the evaluated items. This cannot be achieved by relying on ordinary administrative skills and general knowledge, but requires sufficient theoretical support. At present, many universities have not established professional teaching supervision and training mechanisms, relying mainly on teaching and research personnel or some administrative management personnel from various levels of universities as the main source of personnel. In this type of teaching supervision team, retired professors are the main force, with retired professors as the entire teaching supervision team, some supplemented by some in-service professors and other research and teaching personnel, and some combined with school party and government administrative personnel to form a teaching supervision team. Overall,

although it also has its strengths and advantages, it cannot be concealed that teaching supervision requires professional knowledge in education, psychology, and other fields. Whether interdisciplinary supervisors can be competent when supervising different disciplines, and with the application of various emerging scientific and technological tools in teaching work, a large number of supervision teams, mainly composed of retired professors, can adapt and make correct teaching evaluations for them, It is an inevitable problem at this stage. So the teaching supervision team in universities still lacks professionalism in the talent team.

### **2.3. Insufficient development of connotation in teaching supervision work**

The content of teaching supervision in universities can be summarized into three aspects: supervision of teaching, supervision of learning, and supervision of management. These three parts each have their own focuses, among which supervision is the key content of teaching supervision work in most universities, mainly supervising whether young teachers or teachers who need to pay special attention to teaching work in the classroom meet the requirements. The supervision work includes supervising students' learning and supervising the construction of academic atmosphere. From a macro perspective, the three should be equally developed. According to some research data, some vocational colleges attach importance to "supervision and management" in the context of deepening reform, and their attention to administrative teaching management and teaching construction work is constantly increasing. <sup>1</sup>However, these are only a few institutions, and most institutions still neglect or marginalize supervision and supervision work, with excessive concern for supervision work. This work situation actually restricts the creativity and innovative ability of young teachers in classroom teaching, It may not necessarily have a completely positive guiding effect on teaching work. This makes the balanced teaching supervision work that should be parallel to the three become superficial, and does not pay enough attention to the construction of other aspects of teaching supervision, which is not conducive to the connotative development of teaching supervision in universities.

## **3. Exploring the Path of Improving the Teaching Supervision System in Higher Education Institutions under the Background of High Quality Development**

### **3.1. Taking Education Satisfied by the People as a foothold**

"What the people are concerned about is what we are concerned about, and what the people are not confident about or satisfied with is where our fault lies." <sup>2</sup>The 17th National Congress of the Communist Party of China for the first time included "education that the people are satisfied with" in the report. The essence of education that satisfies the people is to adhere to the people-centered development of education, which requires the fundamental foothold of education to return to the people and also the soul of education. The strength of a country is due to people, and the success of talents comes from learning. People are the main body and object of education, and the primary responsibility of education is to cultivate talents. The development of education centered on the people not only concerns the cultivation of individuals, but also aims to meet the needs of the people. In the new situation, teaching supervision in universities must follow the objective laws of the development of education, under the guidance of people-oriented principles, improve the theory of teaching supervision, and promote the development of educational practice. This requires the establishment of corresponding teaching supervision policies and regulations to provide top-level support for the development of teaching supervision work in universities, based on the premise of ensuring satisfactory education for the people. Based on this, universities should construct corresponding teaching supervision system, improve and formulate specific teaching

supervision systems, break the tension between specific systems, and strive for the integration of teaching supervision system.

### 3.2. Focusing on building fair and high-quality education as the core content

Education is the great plan of the people, and educational fairness is also a concern of the people. The 13th Five Year Plan clearly states the two main themes of "promoting educational equity" and "improving educational quality". The 19th National Congress of the Communist Party of China clearly stated that "strive to ensure that every child can enjoy fair and high-quality education". Education equity is an important factor that determines the development of people in society. High quality education cannot develop without education equity, which is not "complete equality" in State of nature, but support and supervision based on practice and local conditions. Quality balance is the ideal state that education should achieve. Fairness and quality require not only "having" but also "better". This is a high standard and strict requirement for education in the new era, and also the core content of education development under the concept of high-quality development. Educational fairness is not only a problem that society should pay attention to, but also an educational problem. At the current stage of unbalanced and inadequate educational development, college teaching supervision should give full play to its role in the reform, combine fairness and quality reasonably, reflect the dialectical thought that both pay equal attention to development, theory and practice are parallel, and highlight the focus and practice orientation of high quality to meet people's aspirations.

### 3.3. Taking joint governance as the entry point

In the "Decision of the Central Committee of the Communist Party of China on Several Major Issues of Comprehensively Deepening Reform" passed at the Third Plenary Session of the 18th Central Committee of the Communist Party of China, the modernization goal of the national governance system and governance capacity was proposed, and the core viewpoint contained in the governance concept is the joint participation of multiple entities. In the practical environment of our country, the focus of joint governance lies in breaking through walls, increasing the connection and interaction between the state, society, and individuals, unleashing human subjective initiative, encouraging citizens to participate together, and forming a diversified governance situation.<sup>3</sup>The core issue of governance is the distribution and balance of interests. The common governance of higher education construction should allow more social groups and individuals to participate in it, feel the essence of education, resolve misunderstandings and contradictions between the government and society, society and individuals in the development, and balance the interests of all parties, Thus forming a multi-directional force. In summary, under the requirements of joint governance, the teaching supervision work of universities involving multiple parties should balance the interests of different subjects, achieve balance between students, teaching teachers, and supervisory personnel, and go beyond ordinary values to achieve long-term and long-term national and social interests.

## Acknowledgments

Special Teaching and Research Project of Ideological and Political Courses and Ideological and Political Courses of Anhui University of Finance and Economics (key) "Research on the Strategy of Ideological and Political Construction of Law Major Courses" (acszjyzd2022002)

## References

- [1] Tong Kang, Yuan Qian, Chen Wang, Ming Cheng. Reflections on Promoting the Construction of Internal Teaching Supervision System in Colleges and Universities ,Vol. 29 (2017) No.5, p.64-68.

- [2] Xi Jinping's Exploration and Practice in Fujian. Fujian Daily, 2017-07-13 (3).
- [3] Shen De yong, Cao Bing, Shi Xinzhou. The Construction of China's Judicial Power from the Perspective of National Governance, China Social Sciences, vol. 3(2015),39-57+206.