

Analysis of Teaching Management and Reform in Universities from a Multidimensional Perspective

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Abstract: In recent years, the rapid development of the Internet has improved the timeliness of university teaching management work and changed the structure of university teaching management work. Therefore, universities should take the development of education in the Internet era as the core, analyze the current teaching management model, teaching adaptability, and management issues, and formulate some effective strategies for the reform of teaching management models in universities based on fully clarifying the importance of the reform of teaching management models in the Internet era. Domestic universities focus on scientific research and do not attach enough importance to teaching, without conducting research on methods to improve teaching quality. This article views the reform of teaching management in universities from the perspective of teaching academia, attempting to explore the rationality of teaching management in universities, and better solve the current decline in teaching quality and a series of problems in teaching management.

Keywords: Teaching Management, Multidimensional Perspective

1. INTRODUCTION

Nowadays, the development of the Internet has opened a new path for the promotion of teaching management in universities. Universities should seize the opportunity of this era, carry out reforms in the current teaching management mode, enhance the effectiveness and effectiveness of teaching management work, make up for the shortcomings of traditional teaching management in universities, and enable the development of teaching management work in universities to fully leverage the advantages of internet development. This will strengthen the multiple advantages of teaching management in universities under the background of the internet and improve the overall quality of teaching management work in universities.

In the current process of teaching management in universities, all management personnel belong to the group that needs to socialize with others for a long time. Therefore, their emotions at work directly affect their work quality. To enable them to obtain a better environment and healthy psychological emotions at work, professional measures need to be taken to regularly carry out training courses in universities. If a management worker is unable to release their emotions for a long time, it will lead to work problems, and they cannot take their job responsibilities seriously, which is not conducive to the improvement of the teaching management system in universities. Therefore, it is necessary to actively intervene and guide the emotions of these managers through specialized courses, so that they can treat different school affairs and work objects with a fuller emotional attitude.

Only in this way can the quality of teaching management be effectively improved, and the comprehensive development of management systems be further improved. The teaching management work of universities can be divided into two main categories according to the different management departments: one is the top-down management of higher-level education departments on their subordinate education departments, and the other is the organization and

management of their own education work by schools and educational institutions at all levels to ensure the normal progress of teaching work and comply with reasonable norms of university teaching order.

The connotation of teaching management discussed in this article refers to the second type of teaching management, which refers to the management of universities themselves. The teaching management work of higher education institutions is to complete teaching tasks, improve teaching quality, and cultivate high-quality talents that the country needs. Based on the teaching objectives and characteristics of universities themselves, they follow scientific and reasonable teaching laws, and use scientific management methods, reasonably organize and arrange teaching activities at different levels, coordinate and allocate all teaching resources in universities, ensure efficient and orderly teaching work, and achieve predetermined goals with high quality.

Currently, most universities have insufficient understanding of the development needs of modern society and still prioritize theoretical teaching as the dominant approach, while using practical teaching as an auxiliary means. The practical teaching implemented in some universities has not strengthened the cultivation of students' practical operation ability and problem-solving ability and has not organically combined practical teaching with theoretical knowledge. Some universities, under the influence of traditional educational concepts and objective conditions, find it difficult to carry out practical teaching activities even if they clearly understand the importance of practical teaching due to objective conditions. In the process of practical teaching management, a detailed and comprehensive practical teaching plan has not been developed. When arranging students for on-site internships and experimental activities, the previous teaching mode is still used, and the teaching methods are outdated, which cannot meet the requirements of modern society for practical ability cultivation.

2. THE PROPOSED METHODOLOGY

2.1 The necessity of promoting the reform of teaching management models in universities under the background of the Internet

In other words, using simple and easy-to-use information technology equipment as the main tool for teaching management information reform can effectively solve the problem of insufficient equipment operation ability and limited understanding of information technology among university teachers, and improve the overall timeliness of teaching management work for university teachers. Finally, in terms of strengthening management investment, universities should make corresponding improvements in human resources, economic resources, and material resources investment, improve supporting facilities for information-based teaching management, and strengthen the introduction of relevant professional talents. Thus, we aim to create a professional teaching management team for universities from the perspective of the Internet.

In the new era of teaching management, schools can also establish various new platforms for these management personnel, allowing them to achieve smoother communication and exchange with each other through the construction of these diverse interactive platforms. When encountering some problems in school teaching management work, timely communication and resolution can be obtained, avoiding them from shifting blame and throwing blame on each other when encountering problems. Instead, everyone can concentrate their efforts to solve problems together, rather than creating more trouble. Therefore, in the information age, universities can build online communication communities and professional work communication systems around these management workers, allowing them to regularly submit their work responsibilities and specific work progress.

Only in this way can the learning and communication abilities between managers be effectively promoted. By collecting online materials and studying in their spare time, they can have more effective management experience, which can be shared with their work partners through these channels. The core content of university management work is teaching quality, but university teachers spend most of their time conducting scientific research and pay less attention to teaching work and academic research. The understanding of "teaching academic" by management personnel will have an impact on the application of subsequent teaching. At present, most universities have not clearly divided the management authority of schools, colleges, and departments, and in the process of practical teaching management, centralized management is still the main approach, firmly grasping decision-making ownership and depriving the original decision-making power of the hospital and department. The power of practical teaching management usually belongs to departments such as the academic affairs office and the personnel department. The Academic Affairs Office is mainly responsible for arranging, organizing, controlling, and evaluating the management of practical teaching. In practical teaching management, the responsibility of colleges and departments is to promote the smooth implementation of school decision-making, and their autonomy is deprived, which will seriously affect the independent practical teaching management work of colleges and departments.

2.2 Strategies for the Reform of Teaching Management in Universities from the Perspective of Academic Teaching

Strengthening innovation in teaching management is the key to enhancing the effectiveness of teaching management in the context of the Internet in universities, and it is also a scientific strategy to solve the single problem of informationization reform and development in teaching management in universities. To better achieve the diversification of teaching management work in the context of the Internet in universities and enhance their innovative ability in teaching management, universities should do a good job in innovating and optimizing teaching management from the following two aspects. Universities also need to recognize that in order to use the concept of emotional labor to command managers to promote the reform of teaching management systems, reasonable incentive policies need to be set up for them in their daily work, so as to transform the superficial role of these managers into deep role, from being careless and perfunctory about work to being able to independently regulate emotions and meet work requirements, this enables managers to have a clear understanding of work values and goals from their own cognitive perspective, allowing them to naturally exhibit positive emotions in their work.

Only in this way can the effect of deep acting be implemented, allowing managers to receive rewards that match their labor efforts in a certain reward system. In the process of establishing the reform of the teaching management system in universities, it can also help managers establish confidence in their work and gain their own recognition, which can help them form professional qualities of dedication and people oriented. The high quality of practical teachers is a prerequisite for cultivating students' practical and innovative abilities. Therefore, universities should invest sufficient funds to carry out teacher skill training, implement the requirements of "dual teacher" training, and cultivate a group of excellent practical teachers with rich theoretical knowledge, strong teaching skills, and high practical level through a series of effective training methods.

Strengthen the investment of funds, build various hardware facilities as soon as possible, highlight the importance of on campus training bases, increase the number of off campus training bases, and ensure their high stability. Only by simultaneously constructing on campus and off campus training bases can good environmental conditions be provided for the smooth implementation of practical teaching. Establishing an autonomous teaching management system refers to involving students in teaching management work, enabling students to provide some suggestions for the development of teacher teaching management work through teaching management feedback. By strengthening teaching interaction between teachers and students and improving students' learning management ability, the diversified development of university teaching management work can be achieved. Among them, universities should use information platforms to build interactive bridges for teaching management and adopt an anonymous system to carry out students' autonomous management practices. Teachers are mainly responsible for building an information-based teaching management framework, enabling students to organize their own learning and management work within a reasonable range.

Reasonably arrange the structure of the teaching team, fully consider factors such as knowledge and skills, professional

titles, education, age, etc., and leverage the influence of the teaching team on young teachers to build a closely united teaching team; In addition, establish common goals, learn from each other, unite and collaborate among team members, discuss problems encountered in teaching, carry out communication and discussion activities, exercise the team, and ensure that teaching work is carried out in an orderly and efficient manner.

3. CONCLUSION

In summary, the development of internet technology has changed the transmission mode of information data and social forms. The reform of teaching management models in universities should be aimed at improving the adaptability of education in the Internet era and apply some new educational concepts and teaching management information technology in the Internet era. This requires the use of emotional labor theory to guide their daily work practice, better play to positive emotional value, and provide more active thinking and serious work attitude in work. Only when managers gain positive emotions in their work can they achieve deeper roles and achieve corresponding work goals.

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