

Primal problem, optimization and expectation of teaching supervision in colleges and universities

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Abstract. The teaching quality of institution of higher learning is the lifeline of the school survival and development, and the teaching supervision is an important avenue to improve the teaching quality, however, teaching supervision faces many practical problems that need to be solved. Teaching supervision mainly includes teacher supervision, subject competition supervision and course teaching supervision in colleges and universities, etc. The standard of teaching supervision quality should be the unity of adaptability, diversity, development, innovation and other aspects. The evaluation standard system of teaching supervision quality should be composed of three parts: teaching capital construction standards, teaching process standards and teaching management standards, which should follow the principles of diversified evaluation subjects, systematic, scientific evaluation content and professionalism of evaluation principles. The standards and content of teaching supervision and evaluation have a great influence on the curriculum teaching effect of universities, and different teaching supervision and evaluation methods may lead to different teaching effects. Therefore, school-level teaching supervision in principle should supervise the overall situation and guide to different departments in the implementation process of teaching supervision. Only by realizing the effective combination of curriculum teaching christianity, superintendent, and christian regulation, the content of teaching supervision in colleges and universities can be improved, and constantly improve the quality of teaching and level of teaching management in colleges and universities.

1 Introduction

The core values of higher education are mainly reflected in the training of talents at different levels, such as undergraduate and graduate students. The quality of education and teaching in undergraduate colleges and universities directly determines the quality of talent training and the success or failure of higher education. Therefore, it can be said that the quality of teaching in undergraduate colleges and universities is the lifeline for the survival and development of institutions of higher learning. The quality of education and teaching in undergraduate colleges and universities is the result of the superposition and interaction of various influencing factors in the process of teaching implementation. And teaching supervision is one of the important avenues to improve the quality of higher education and teaching, and it is also one of the hot spots and difficult points of education and teaching research in recent years^[1]. The evaluation of teaching supervision in colleges and universities is an organic whole, whose content generally includes the subject of evaluation, the purpose of evaluation, the content of the evaluation, the way of evaluation, and the organization and operation steps of evaluation implementation^[2]. Teaching supervision in colleges and universities is a general term for the implementation of teaching supervision by specialized institutions and full-time and part-time personnel of

higher education institutions. Its main responsibilities are to conduct teaching inspection, assessment and supervision, evaluation of educational effects, and guidance of discipline development for teachers, students, and relevant secondary education management departments during the whole teaching implementation process, and to provide timely and reasonable feedback on teaching information to relevant teaching faculties and teaching management departments, etc. Over the years, the implementation of the teaching supervision system in colleges and universities has greatly promoted the scientific, standardized, and professional management of education and teaching and related departments as well as the rapid growth and development of new young full-time teachers, which has laid a solid foundation for the improvement of the quality of education and teaching in colleges and universities as well as the cultivation of professional talents at all levels^[3]

The teaching supervision mechanism is established in China's colleges and universities mainly to make full use of the scientific management function, innovative incentive function, inspection and supervision function, merit selection function, and improvement and diagnosis function of education teaching evaluation^[4]. Generally speaking, the main purpose of teaching supervision is to facilitate effective suggestions and recommendations for improving teaching work, and it is a medium and bridge for feedback on many issues and information of education

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and teaching in undergraduate colleges and universities. It can be said that teaching supervision has a very important impact on the quality of higher education and talent training. The main function and purpose of teaching supervision to objectively evaluate education and teaching are to obtain key teaching information in the process of teaching implementation and various subjective and objective factors affecting teaching quality, as well as to make a scientific analysis of existing problems and promote and publicize good teaching experience, to effectively guide scientific and rational teaching management, coordinated development of undergraduate engineering and curriculum construction of various disciplines in undergraduate colleges and universities. In August 2018, the Ministry of Education issued the Notice of the Ministry of Education on Vigorously Grasping the Implementation of the Spirit of the National Conference on Undergraduate Education in Colleges and Universities in the New Era (Letter of Instruction for Higher Education [2018] No. 8). All colleges and universities should scientifically and rationally improve the quality of teaching, increase the innovation of disciplines and courses, expand the depth and breadth of course teaching, and effectively improve the quality of education teaching and talent training of professional courses in colleges and universities, taking into account their objective development reality.

2 The main problems of teaching supervision

2.1 The degree of research on teaching supervision is low, and there is a relative lack of systematic theory of supervision content

In general, education and teaching management departments at all levels have not systematically conducted targeted and in-depth studies on teaching supervision. The teaching supervision methods, internal documents, and teaching supervision methods of different institutions are relatively single, and there are no unified teaching supervision standards and evaluation criteria system yet, and there are obvious gaps in the resulting teaching supervision effects. Over the years, in the process of teaching supervision implementation, universities have not well integrated the elements of technology innovation in the era of computer big data analysis and information sharing into the teaching supervision system. Therefore, there is still a gap between the current situation of teaching supervision development and the requirements of higher education development in the new era as well as the quality of talent training. The scope of teaching supervision in colleges and universities is relatively broad, and it is a multidisciplinary intersecting research category. However, in terms of the higher education teaching supervision work carried out so far, it has been difficult to adapt to the standards of the high-level theoretical system needed for its development, or lack of relatively more complete theoretical perspectives to support strong teaching supervision work.

Commonly, many full-time and part-time teaching supervisors in colleges and universities have insufficient professional and technical ability, education and teaching theories, as well as experience methods such as education and teaching, and the target of the teaching supervision evaluation index, is not obvious enough, resulting in distorted evaluation results, etc. The relevant teaching management and implementation departments still need to further improve their own work and decision-making ability should pay great attention to the role and development needs of degree teaching supervision and should conduct mutually coordinated research on teaching supervision from multiple perspectives, levels, and disciplines, etc. However, according to the characteristics of teaching supervision itself, it is impossible to produce the performance of teaching supervision in a relatively short period. Many practical problems need to be solved urgently, such as the supervisory environment needs to be improved, many college supervisors are in full-time and part-time status, the treatment of supervisory work is low, the development of teaching supporting policies is not perfect, some teachers do not have a good understanding of teaching supervision, as well as the relevant teaching management departments still do not pay enough attention to the whole process of talent training teaching supervision, etc. All these may, to a certain extent, negatively affect the work motivation and initiative of teaching supervisors, which will invariably lead to a decline in the efficiency of teaching supervision and the quality of talent cultivation and is also one of the factors affecting the uneven development of disciplines and majors.

2.2 The teaching supervision system is not perfect, and the evaluation methods and indicators are rather dull

In the specific implementation project of teaching supervision in colleges and universities, teachers' teaching work should be given practical guidance and perfect suggestions, and there should be a practical teaching supervision system and assessment standards so that the purpose of improving the quality of teaching in colleges and universities and the role of supervision efficiency can be achieved. However, many colleges and universities lack overall implementation and assessment plans for teaching supervision, and many college education teaching supervision systems are still not perfect. Most colleges and universities tend to supervise teachers' pre-course preparation, teaching documents, teaching attitude, teaching skills, learning effects, and student status in the form of forms, and do not build a theoretical system and relevant regulations and policies suitable for the long-term development of higher education supervision. At the same time, teaching supervision in colleges and universities does not have a reasonable and scientific evaluation system of subject development and teaching supervision, which also makes the form of teaching supervision in colleges and universities relatively single, the process of teaching supervision evaluation is dull, the supervision of teaching is formal and superficial, the way

and method of teaching supervision evaluation is not flexible enough, the goal of teaching supervision evaluation is broad, etc. Therefore, in the context of the development of higher education in the new era, the current role and status of teaching supervision are still far from being able to meet the needs of China's higher education reform and leap-forward development.

At present, the classroom lectures and course evaluation of higher education teaching supervision still lack relatively perfect evaluation and assessment standards, which will invariably lead to difficulties in accurately evaluating the classroom teaching sessions and the overall lecture effect^[5]. Most of the work of teaching supervisors in colleges and universities is still biased towards listening and evaluating classroom contents, checking midterm papers, and supervising final exams. Even the relevant teaching departments of some colleges and universities still think that teaching supervision work is only the supervision and inspection of teachers' professional course teaching, focusing only on finding problems and rigid application. It is difficult to integrate the evaluation methods of teaching supervision, and teaching supervision is superficial and neglects to properly guide and solve the many practical problems found in the process of teaching supervision. This will undoubtedly cause resistance and dissatisfaction to teaching supervision between supervisors and teachers and even among students, which eventually leads to the supervisors and guidance in the implementation process of teaching supervision in colleges and universities cannot be implemented well and efficiently and develop steadily in a coordinated manner.

2.3 The construction of the teaching supervisory team needs to be improved, and teaching supervision needs to stimulate innovative vitality

The first-level teaching supervisors in colleges and universities tend to implement teaching supervision and guidance on a university-wide basis, and it may be common for non-specialized teaching supervisors to evaluate the teaching activities and effectiveness of teachers of different disciplines and specialties. At this time, there is often an urgent need to build a team of teaching supervisors with good business quality, high teaching level, young and vigorous, and experienced in teaching, which is one of the important links and prerequisites to enhancing the core competitiveness of higher education institutions. However, there is a general lack of innovative, competitive, feasible, and energetic performance assessment and personnel management systems for teaching supervisors in domestic colleges and universities, and teaching supervisors have low status within colleges and universities or even are weakened. In most cases, teaching supervisors take listening to lectures, examinations, and examination papers as well as relevant teaching documents as the main or even the only task of teaching supervision, and adopt relatively single evaluation standards, while lacking continuous close attention and effective tracking to the overall teaching

process and the effect of teaching supervision^[6]. At present, the feedback form commonly used by universities for teaching supervision effect is still relatively single, such as putting forward a few suggestions for teaching improvement on the spot and then leaving it, although there are other channels for feedback (feedback designated mailbox, etc.), but also with little effect. This inevitably causes the teaching feedback effect and problem implementation can not be tracked and tested, which will lead to some of the identified education and teaching problems are not solved and continuing to exist for a long time.

At present, under the conditions of rapid development of scientific and technological information and higher education, the traditional teaching supervision mode of listening to and evaluating lectures needs to be reformed as soon as possible, and the teaching evaluation system and criteria should be revised and improved as soon as possible. The relatively single mode and method of teaching supervision in colleges and universities have been difficult to meet the needs of the development of first-class disciplines and first-class professional certification in the new era, and the work and tasks encountered by teaching supervision in colleges and universities have become increasingly complicated. Therefore, it is imperative to create a team of high-quality supervisors with different professional backgrounds and complementary advantages in several aspects such as age, education, and titles, to continuously strengthen the construction of innovative thinking of the teaching supervision team in colleges and universities, and to accelerate the innovative reform of teaching supervision in colleges and universities. Similarly, to adapt to and promote the reform and development needs of higher education in China, and to fully take into account the objective reality that the mode of operation, the level of operation, the quality of students, the geographical area where the school is located and its degree of economic and social development still vary greatly, etc., of the teaching supervision of colleges and universities in China.

Teaching supervision in colleges and universities also needs to keep pace with the times and innovative management ideas, adjust the teaching supervision system and evaluation contents in time, absorb the advanced experience of teaching supervision of other institutions at home and abroad, especially pay attention to the mutual integration and coherence of teaching supervision methods and evaluation contents of colleges and universities of different levels and different schooling levels, so that the guideline and policy of teaching supervision in colleges and universities can burst out innovative vitality within the existing framework to meet the needs of talent cultivation in China as much as possible. To closely integrate all aspects of higher education with teaching supervision and teaching evaluation, and to construct a solid lifeline of guarantee for continuously improving the level of higher education and the quality of talent cultivation in China in the context of the era of the great rejuvenation of China. Therefore, it is suggested that colleges and universities should strengthen the theoretical research of teaching supervision, improve the system of teaching supervision and teaching

evaluation in time, and speed up the construction of teaching supervision team so that they can make a more real and objective evaluation of the content, teaching level and teaching effect of classroom lecturers and talent training quality of college teachers, and effectively guide and solve the practical problems encountered in teaching supervision of colleges and universities.

3 Necessity of Teaching Supervision

After the twenty-first century, China faced a great wave of economic globalization. The internationalization of higher education and professional accreditation has brought the development of higher education in China into a more open environment. Each university's own development and disciplinary layout will respond to general trends around the world. Teaching supervision is not only meaningful for teaching itself, but also necessary for the construction of first-class disciplines, the setting of first-class majors, and the construction of professional courses, and teaching supervision has a profound scientific connotation. Therefore, it is imperative and urgent to improve the quality of higher education in China, build a theoretical system and evaluation system of teaching supervision, and scientifically arrange the teaching supervision of colleges and universities.

3.1 The meaning of teaching supervision

Teaching supervision and evaluation in colleges and universities is the whole process of examining and judging the implementation process and teaching effect of colleges and universities by using practical and effective methods and means under the specific evaluation concept and its guidance, taking teachers' course preparation, teaching, and talent training objectives as the criteria, and according to the supervision and evaluation standard system of education science^[7]. Teaching supervision mainly includes classroom supervision, discipline competition supervision, undergraduate engineering construction supervision, and supervision, of course, teaching process and teaching effect of each major. The implementation process of teaching supervision in colleges and universities is mainly to evaluate the applicability of teaching management regulations, the standardization of teachers' teaching behavior, the civilized code of the classroom, the management of students' classes, students' code, thesis design, the way of course assessment, the specifications of opening and dissertation writing and defense, the standards of examination paper marking and grade evaluation, the rules of the examination room and examination handling, the preparation of various teaching documents and many other aspects.

Under different school types and different school levels, the characteristics of quality standards of teaching supervision in colleges and universities are different, and the standards of teaching supervision quality in colleges and universities should be unified in many aspects such as adaptability, development, diversity, and innovation. For example, the weight of evaluating teaching supervision in

universities is generally higher in evaluating teachers' titles and performance assessments. New young teachers, should be encouraged, inspired, and guided promptly, especially those who need to be promoted, the results of supervisory evaluation carry more weight and influence. Therefore, according to the different levels of education, the supervision methods, emphasis, and evaluation criteria used in the supervision and evaluation of undergraduate and graduate teaching should be different.

3.2 Necessity of Teaching Supervision

Teaching supervision in colleges and universities is a fundamental need for mass development of higher education, talent cultivation at all levels, teaching quality improvement, education level monitoring, and effective dissemination of science and culture. Making teaching supervision make its due contribution to higher education and specialized personnel training at all levels is necessary for the scientific construction of monitoring and effect inspection in the process of social development that is closely connected with the strategic decision of university education, the establishment of university teaching routes and the university management system. It is also a bridge and link for colleges and universities to strengthen the connection between many aspects such as discipline layout, first-class undergraduate majors, teaching management departments, teachers' teaching level, and students' training quality. As far as Qinghai University is concerned, in recent years, teaching classroom supervision mainly evaluates the teaching quality from several aspects such as teaching content, teaching attitude, teaching method, teaching ability, and teaching effect. Classroom teaching supervision mainly supervises teachers' class PPT, teaching documents (lesson plan cards, teaching schedule, syllabus, examination syllabus, lesson plans, supporting textbooks, etc.), and the effect of subject teaching practice, as well as mid-term examination paper teaching inspection. This allows for timely follow-up of issues and effective guidance on all aspects of teaching. After effective communication between teaching management and teaching faculties, and trying to overcome the practical problems and supervisory bottlenecks encountered supervision, Qinghai University has produced a more obvious effect of teaching supervision.

4 Principle of optimizing the content of teaching supervision

Teaching supervision evaluation and its optimization is the supervision and guidance of professional curriculum setting, course teaching contents, undergraduate engineering design and teaching plan arrangement and implementation process, and the adjustment of unreasonable teaching supervision methods, supervision contents, and evaluation indexes, which has a very important role in improving the quality of college education teaching and teachers' teaching level and talent cultivation and enhancement. It is generally believed that the standard system of evaluation and optimization of

teaching supervision content and supervision effect within colleges and universities generally includes three parts: teaching supervision construction standard, teaching process supervision standard, and teaching management supervision standard. Therefore it must be required that the content optimization of teaching supervision should follow certain basic principles. Teaching supervisors can understand and track teachers' classroom teaching effect, teaching activities arrangement, students' listening status, and other key information in detail through teaching indicators, and build reasonable, perfect, and objective evaluation indicators for college teaching supervision on this basis. This will be more conducive to the effective monitoring of teaching quality and effectiveness of professional courses by teaching supervisors.

As the optimization of teaching supervision content in colleges and universities is a means to guarantee the teaching objectives of courses, business quality of teachers, cultivation of talents at all levels, and the implementation process, the optimization of teaching supervision should be targeted, and should flexibly grasp the basic features of systematic, scientific and advanced nature of teaching supervision optimization, and know how to make full use of various teaching means and educational resources, combined with the objective reality of colleges and universities themselves, continuously innovate education and teaching concepts and methods, continuously improve the quality of teaching and talent cultivation and continuously improve the teaching level. This will ensure the unity of teaching supervision and evaluation process, content optimization design, discipline professional balance, teaching effectiveness, and harmonious development of higher education business.

4.1 Diversification of supervisory subject optimization

Since the 1990s, the overall environment of higher education in our country has changed dramatically. With a series of reforms carried out by governments at all levels in the management of university teachers, this is when multi-perspective and multi-subject teaching evaluation was introduced into the teaching quality teaching supervision and evaluation system of university teachers^[8]. Therefore, there are relatively many studies for teaching supervision subjects, but there is a lack of research related to teaching quality evaluation from the micro level. Be sure to combine the actual teaching supervision and teaching evaluation practice, the selection of the main body of teaching supervision and evaluation should be inclined to the diversified supervision and guidance mode with a variety of teaching supervision subjects, and the main body of teaching supervision and assessment and evaluation should change from single development to diversified development. At present, the main subjects of teaching quality supervision and evaluation in China's colleges and universities mainly include full-time and part-time supervisors, teaching managers, students at all levels, educational peers, front-line teachers, and so on. Teaching supervision in colleges

and universities should closely focus on the concept of modern higher education, follow scientific evaluation methods in the whole implementation process of teaching supervision evaluation index design, index screening, index application, and feedback of supervision results, and pay attention to both the individuality of the subject and the professionalism and authority of supervision^[9].

First of all, listening to students is the object of course teaching and the subject of teaching supervision, and the results of course evaluation with the active participation of students in each professional class can directly test and reflect the effect and meaning of higher education teaching. Secondly, teaching supervision and comprehensive evaluation of teachers of professional courses, i.e. teaching professional content, teaching methods, teaching level, teaching ability, teaching attitude, teaching methods, thinking, political literacy, teaching documents, and many other aspects of teaching supervision. This will help the instructors use the information and problems fed back by the teaching supervision so that they can adjust the teaching methods and optimize the teaching contents in time, which can truly reflect the dual role of teaching reform and teaching evaluation of professional courses. Again, random evaluation by teachers' peers is one of the most effective means of improving educational philosophy, teaching supervision innovation, optimizing teaching methods, and improving the quality of education and teaching. Finally, the participation of school teaching management and employers in the evaluation of specific courses can greatly enhance the importance and investment of higher education decision-making departments in education and teaching.

4.2 Systematic and professional content optimization

The teaching attitude, professional level, teacher style and morality, lesson preparation, lesson quality, teaching style, teaching document design, teaching effect evaluation, student learning motivation, student performance evaluation, teaching discipline, subject attendance, and classroom grasp of the teachers of each major can reflect the optimization of teaching supervision content and the systemic nature of evaluation and its professionalism. The optimization and evaluation of teaching supervision in colleges and universities mainly include the preparation of professional teachers before classes, preparation of teaching documents, implementation of classroom teaching, classroom management, and after-class student counseling, etc. The whole teaching implementation process should be included in the supervision and evaluation system, which is a systematic project, and the content of teaching supervision and its optimization process have obvious systematic and professional nature. Teaching supervisors in colleges and universities must pay attention to teaching dynamics and do follow-up inspections, deal with and solve the teaching problems found in time, and give full play to the role of teaching evaluation, steadily promote the development of disciplines and teaching supervision, and management,

and continuously improve teaching quality. It is through the participation of teaching administrators, teachers, students, and society in all aspects of curriculum teaching and evaluation that the scientific objectivity and systemic requirements of higher education can be met.

The optimization and evaluation of the content of teaching supervision in colleges and universities should be oriented to the cultivation of talents at different levels, and the evaluation indexes of teaching supervision should be reasonably determined based on sufficient research. In the process of specific evaluation implementation, the basic principles of education teaching supervision and evaluation should be effectively grasped, such as the principles of scientificity, direction, topicality, acceptability, objectivity, subjectivity, operability, wholeness, diversity, and specific feasibility. In a word, the content optimization of teaching supervision has developed from the initial single evaluation of course teaching to the comprehensive evaluation of teachers, students, courses, faculties, and disciplines, but the evaluation of teaching supervision always takes the evaluation of professional course teaching in colleges and universities as the basic starting point.

5 Teaching Supervision Evaluation and Optimization

The main function of teaching supervision in colleges and universities refers to improving the quality of teaching through a set of methods such as problem screening, scientific evaluation, unified guidance, and centralized feedback^[10]. The evaluation of teaching supervision generally includes evaluation of course objectives, tasks, significance and orientation, evaluation of teaching management system, evaluation of course lesson plan, evaluation of course syllabus, evaluation of course teaching process, evaluation of course examination syllabus, evaluation of course assessment method, evaluation of course lecture session, evaluation of course lecture method, evaluation of course lecture platform, evaluation of course textbook selection, evaluation of course auxiliary materials, evaluation of course content arrangement, evaluation of course evaluation standard, evaluation of course evaluation effect, evaluation of course organization method, evaluation of course experiment platform, connection between evaluation of course and Civic Science and evaluation of course assessment method and grade evaluation, etc. In general, the optimization and content of teaching supervision evaluation have a great impact on the course teaching effect in universities, and different methods and optimization of teaching supervision evaluation may produce different teaching effects. Therefore, we should

actively organize teaching supervision and provide financial support to encourage teachers to actively carry out teaching research and supervision reform, and promote the reform of teaching methods and approaches in all aspects with innovative thinking^[11].

Teaching methods and approaches include the two aspects of teachers' teaching methods and students' learning methods, which are the unification of teaching methods and learning methods. In the new era, undergraduate teaching supervision pays more attention to the supervision, evaluation, and assessment of innovative teaching methods. According to the differences in discipline classification, professional structure, syllabus of professional courses, training objectives, talent cultivation requirements, teaching targets, professional learning objectives, and curriculum focus, effective communication and exchange between different faculties, between different majors, between teachers and students of the school, etc. should be fully considered. The optimization of teaching supervision results from the combined effect of teachers' course teaching, academic level, teaching style, teaching philosophy, professional knowledge reserve, students' basic quality, teacher-student teaching interaction, and other factors. Teaching hardware facilities, auxiliary services, rules and regulations, and teachers listening to each other will strongly support effective teaching supervision and will play a good role in promoting and guiding the evaluation and optimization of teaching supervision.

6 Teaching Supervision Outlook

In recent years, with the internationalization of higher education and professional accreditation and the implementation and continuous improvement of relevant national education policies, regulations, and systems, the enrollment rate of colleges and universities has been increasing and the scale of the number of higher education recipients has been gradually expanding. The changes in the number of teachers and students in colleges and universities and the structure of the education team have posed severe tests and challenges to the original evaluation standards and contents of teaching supervision^[12]. For how to better realize the harmonious and common development of higher education scale and college teaching supervision and talent cultivation quality, the gradual popularization of big data informatization and technological network computing technology has created subjective and objective favorable development conditions for the innovation of college teaching supervision system, teaching methods and means under the background of big data pluralism(Fig. 1).

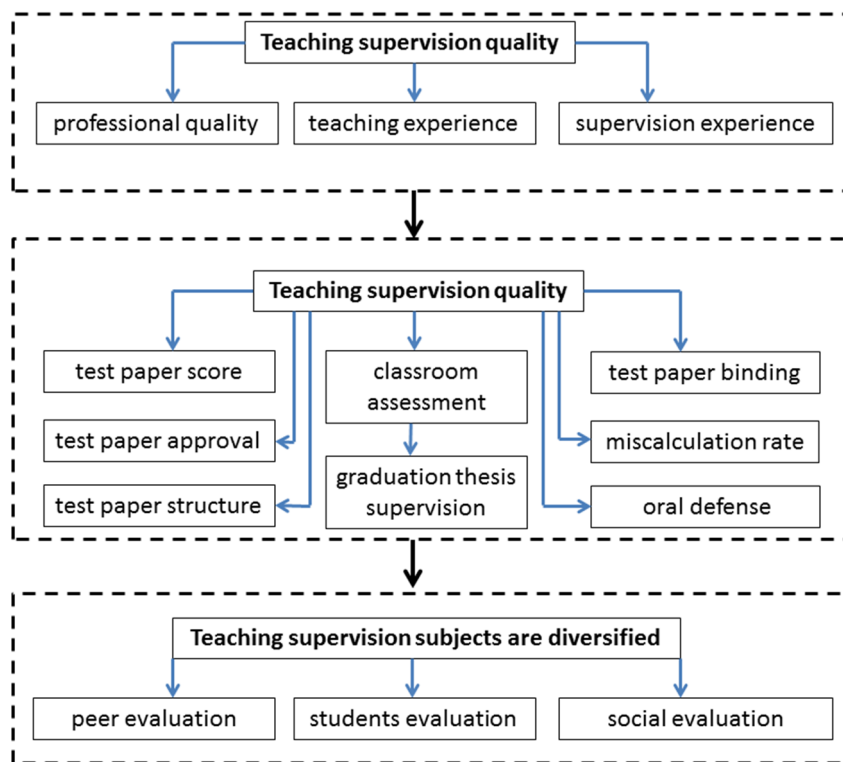


Fig. 1. Construction of Teaching Supervision Evaluation Index System

Under the background of internationalization of higher education and big data, the establishment of a set of reasonable, scientific, systematic as well as professional teaching quality supervision and evaluation systems is a good development opportunity and a serious challenge for the teaching supervision work of all higher education institutions in China. Therefore, to better optimize and evaluate teaching supervision, the specific implementation process must give full play to the problem diagnosis, teaching guidance, incentive innovation, scientific development, information feedback, dynamic supervision, and harmonious unity of teaching, supervision, learning, guidance, and management of teaching supervision, etc. Using modern educational science and technology and modern educational concepts, we make timely and effective use of the century-old opportunities facing the development of higher education to construct and improve the teaching supervision and evaluation mechanism, policies, theories and standard systems that adapt to the modernization process of higher education in China as soon as possible and as early as possible.

7 Discussion and Conclusion

7.1 Discussion

Teaching supervision in colleges and universities is mainly through supervision and guidance on the implementation process of teaching activities and daily management of teaching, constantly grasping the front-line situation of teachers' teaching, constantly discovering the actual problems in excavating course teaching, timely analyzing, judging, summarizing and guiding, and

constantly improving the quality of education and teaching. From the perspective of independent learning of school students, teaching supervisors can value take and judge the teaching activities of universities and their effects, and establish good teaching supervisory evaluation procedures, evaluation mechanisms, innovation mechanisms, melting mechanisms and guarantee mechanisms on this basis scientifically^[13]. In the process of implementing educational teaching supervision in colleges and universities, university-level teaching supervisors should control the overall situation, formulate relevant supervision policies and publicity documents, provide general and principled guidance to different faculties and departments, continuously absorb excellent young and middle-aged and highly educated teachers to fill the teaching supervision team, provide necessary measures and institutional guarantees for the whole university's educational teaching activities, and speed up the growth of young teachers to bring in fresh blood to the teaching line. In the implementation process of teaching supervision in colleges and universities, it should pay attention to the differences in evaluation standards and indicators of different discipline categories, different majors and professional courses of different natures, etc. It should not blindly pursue a single teaching supervision evaluation index, but also consider the long-term nature of the teaching effect, and should adopt a teaching supervision evaluation and optimization system that meets the objective reality.

Each higher education institution should integrate the national education policy and the hundred-year development plan into the teaching supervision work, reasonably build the teaching supervision evaluation system and related policies suitable for its characteristics, and scientifically lead the continuous innovation of

education and teaching methods from different levels and levels. It constantly explores the formation of a scientific and reasonable teaching supervision team, pays attention to the age gradient, title composition, and professional composition of the staff, grasps the direction of education teaching supervision to keep abreast of the times, adapts to the development requirements of the new era, implements a regular and random assessment system for teaching supervision, carries out regular observation of professional courses, talks, lecture competitions for young teachers, teaching seminars and other forms of teaching supervision, makes teaching management and supervision more scientific, and makes management, supervision, teaching, and talent training promote each other and complement each other^[14]. In a word, only by realizing the effective combination, of course, teaching supervision, learning supervision, and management supervision can we improve the content and evaluation standards of college teaching supervision and continuously improve the quality and level of higher education as well as college teaching management.

7.2 Conclusion

(1) At present, teaching supervision still faces many practical and objective problems that need to be solved, such as the supervision environment needs to be improved, the research degree of teaching supervision is low, the systematic theory of supervision content is relatively lacking, many college supervisors are full-time and part-time status, the treatment of teaching supervision work is low, the development of teaching supporting policies is not perfect, as well as the relevant teaching management departments still do not pay enough attention to the whole process of talent training teaching supervision and the teaching supervision system is not perfect.

(2) It should follow the principles of diversification of teaching supervision evaluation subjects, systematization, and scientificity of evaluation contents, professionalism of evaluation principles, etc., and provide the school management with timely decision-making suggestions or opinions for improving teaching management. Teaching supervision mainly includes teacher supervision, subject competition supervision, course teaching supervision in universities, etc. The standard of teaching supervision quality should be the unity of various aspects such as adaptability, diversity, development, and innovation.

(3) In the process of specific evaluation implementation, the basic principles of education teaching supervision and evaluation should be effectively grasped, such as the principles of scientificity, direction, topicality, acceptability, objectivity, subjectivity, operability, wholeness, diversity, and specific feasibility. The content optimization of teaching supervision has developed from the initial single evaluation of course teaching to the comprehensive evaluation of teachers, students, courses, faculties, and disciplines, but the evaluation of teaching supervision always takes the evaluation of professional course teaching in colleges and universities as the basic starting point.

(4) Under the background of big data of teaching supervision, with the internationalization of higher education and professional accreditation, it is imperative to establish a set of reasonable, scientific, systematic as well as professional teaching quality supervision and evaluation systems in colleges and universities, which is also a good development opportunity and a serious challenge for teaching supervision in all colleges and universities in China and has a very important role and scientific significance to improve the quality of teaching supervision in colleges and universities and enhance the teaching level of teachers and the quality of talent training.

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