

The Exploration of University Education Reform based on Evaluation Mechanism

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Abstract: The transformation and development of economy and society as well as the reform of science and technology put forward new requirements for the cultivation of undergraduate talents. In view of the current situation and problems of the current education reform, this paper puts forward reasonable reform methods combined with the evaluation mechanism. These requirements are embodied in the new development goals, new thinking skills and new knowledge structure of students' training. University teaching reform is to deal with these relations and form a learning centered organizational form and teaching environment.

1. Introduction

With the continuous deepening and improvement of the new curriculum reform, in order to better meet the requirements of the development of the times, colleges and universities need to carry out continuous reform and improvement of their teaching and learning, which can not only ensure the priority of the development of higher education, but also better meet the basic needs of students and ensure the effective improvement of the quality of talent training [1]. Nowadays, with the rapid development of social economy, the demand for talents is increasing, which puts forward higher requirements for college education and teaching. As colleges and universities want to cultivate a group of comprehensive professional talents for the society, they need to reform the existing education and teaching, constantly optimize the objectives of talent training, and innovate the talent training mode, so as to better meet the requirements of the times and promote the development of the economy and society [2].

The traditional teaching idea is mainly to carry out teaching activities with teachers as the theme, but it has not been able to better meet the needs of the development of the times at present, so it is necessary to change it, and establish a humanistic education concept, take students as the main body of the whole teaching activities, and better integrate ability education, quality education, social practice education into daily classroom teaching, so as to better To improve the comprehensive quality of college students [3]. In the process of education and teaching reform in Colleges and universities, we can set up relevant training courses according to the actual situation, so as to better deepen the understanding and grasp of the classroom teaching content of college students, and comprehensively improve their ability of self-learning, self-management, self-education and self-improvement.

2. Analysis of Engineering Education Reform Problem

2.1 Low Teaching Efficiency and Effect

With the development of modern multimedia technology and computer technology, the traditional teaching method has been comprehensively challenged, and has become the critical object of the educational circle [4]. Most scholars think that the traditional teaching mode in Colleges and universities is cramming teaching, which is time-consuming, laborious and inefficient. This teaching method is not conducive to the cultivation of innovative talents. In order to create a large number of innovative talents, we must fundamentally change. From the point of view of the purpose of teaching, teaching is for learning, there is no teaching without learning, especially the

examination oriented education in primary and secondary schools. It is necessary to emphasize the importance of middle school in teaching process. Compared with basic education and higher education, there is no place for command teaching relationship and passive absorption of knowledge. The wise teaching is to guide students to learn how to study and promote the continuous development and maturity of students' mind. In other words, the purpose of undergraduate teaching is not only to absorb knowledge and present knowledge, but also to transcend learning itself and make critical evaluation of learning, so that students "can acquire and break through relativism, learn critical thinking, and have independent creativity [5].

From the perspective of teaching process, any effective teaching must be guaranteed by students' learning and understanding. Compared with basic education, college students are adults. They have personalities, ideas, and views on knowledge and things. Therefore, the responsibility of university teachers is to guide students to connect their experiences and views with the knowledge they have learned. Of course, this kind of connection is not compulsory and obedient, but communication and interaction. In this sense, the teaching process is the process of establishing an interactive model centered on knowledge learning, understanding, application and innovation between teachers and students. From the perspective of teaching results, teaching effectiveness includes the effectiveness of teachers' teaching and students' learning, which is mainly reflected in the extent to which teaching promotes students' development, including the development level of theory, practice and ability. Although the effect of teachers' teaching can show the effect of students' learning to a certain extent, the effect of teaching is not equal to the effect of learning. In the final analysis, the effect of teaching must be reflected and explained by the effect of students' learning [6].

2.2 The Focus and Goal of Teaching are not obvious.

The reform of undergraduate teaching should also focus on students' learning. From the original meaning of teaching, teaching is mainly around all courses offered in the university stage, but not only refers to classroom teaching, but also includes course objectives, course structure, student consultation activities and teacher-student interaction. Of course, the reform of undergraduate teaching is not to pay no attention to teaching, teaching and learning are originally one, but to emphasize the quality and improvement of learning while paying attention to teaching. From the point of view, the reform of undergraduate teaching is a systematic project, because there are many factors involved in the teaching process, including the adaptability relationship between macro talent cultivation and economic development, the structure of higher education and the demand of talent market, the medium-sized undergraduate teaching conditions, teaching management system and the setting of disciplines and specialties, as well as the micro curriculum and talents Training objectives, teaching methods, etc. At the same time, in the practice of specific teaching reform, due to the different service orientation of personnel training between universities and disciplines, and the different constraints of teaching reform, the entry point and main contradictions faced by undergraduate teaching reform are also different from universities and disciplines, but the reform of curriculum and teaching methods is always the core and focus of teaching reform. At present, the reform of science teaching faces many complex contradictions and problems, either because of teachers' lack of responsibility for teaching, or because of the inertia of teaching reform in grass-roots colleges and departments, or because of the lack of incentive mechanism, and so on. Although it is difficult to have standard solutions to these problems, if we can observe how universities organize teaching around training objectives and courses, we can find out what are the core issues of undergraduate teaching reform [7].

2.3 Unreasonable Policy Text and Implementation Plan

In fact, the reform of talent training mode is a broader concept than the reform of teaching, involving the whole process of university education and the reform of all elements, including not only the reform of talent training objectives, classroom teaching, curriculum system and teaching content, but also the reform of extracurricular activities, social practice activities, industry university research cooperation and other aspects. Therefore, the concept of "personnel training mode reform" is basically synonymous with "university education mode reform". Teaching reform

should belong to the category of personnel training mode reform. In terms of specific practice, the reform of talent training mode includes at least two levels of significance. One is the reform of talent training mode at the school level. Different levels and types of colleges and universities have different service orientation, training objectives, education concepts and talent training modes. The second is the reform of personnel training mode at the discipline level. The training objectives, curriculum settings, teaching methods and curriculum evaluation standards of different disciplines are quite different, and the personnel training mode should also be diversified. From this point of view, there are two problems in university teaching reform. One is to replace the teaching reform with the personnel training mode reform, which artificially expands the connotation of the teaching reform, so that the teaching reform has become a "comprehensive and comprehensive" reform with no margin and focus, covering the core task of the teaching reform. Second, the reform of talent training mode at the school level pays less attention to the teaching reform at the subject and specialty level, which leads to the poor effect in the reform of curriculum content, teaching method and curriculum evaluation.

3. Reconstruction and Reform of Undergraduate Teaching System

3.1 The Main Body and Power of Undergraduate Teaching Reform

Undergraduate teaching is the basic project of talent training in universities. If universities want to improve the quality of talent training through teaching activities, they must carry out fundamental reform in the teaching process. Of course, it is not enough to rely on the University's own actions, but also on the support and cooperation of the government and society. In recent years, the government has created many convenient conditions and good institutional environment for undergraduate teaching reform through policy documents and "undergraduate quality engineering", building a cooperative education platform between University and society, and formulating quality standards for professional personnel training. But in the final analysis, the university is the main body of running a school independently, is also the main body of personnel training, and is naturally the main body of responsibility for teaching reform. Traditionally, there are two kinds of recognition of university teaching system. First, teachers have the responsibility to transform the school conditions into students' learning quality. Second, students have the responsibility to transform teachers' guidance and teaching conditions into their own knowledge. Of course, for the success of teaching and learning, teachers and students do have to bear the main responsibility, but schools must bear the responsibility of protecting and promoting the system environment of teaching reform.

In terms of the operation of the internal teaching system in China, the responsibility mechanism of teaching reform is mainly reflected in three aspects. First, the school tends to spare no effort to improve the school running conditions, provide students with learning opportunities, and plan the direction of teaching reform as a whole. However, the responsibility of whether the teaching quality meets the social needs is left to the department level, and the school lacks a clear description of what the students should achieve in terms of knowledge, ability and thinking skills. Second, the department level tends to construct a structural curriculum system and teaching activities in accordance with the internal logic of subject professional knowledge and the requirements of the society, leaving the responsibility of the teaching methods and specific learning activities to teachers and students. Third, teachers arrange teaching activities, teaching methods and learning objectives according to the proposed teaching plan, and leave the responsibility of learning effect to students. In fact, the above three levels of responsibility transfer mechanism are not linear and automatic. On the one hand, there are limitations in the performance of each level of responsibility. Any effective teaching reform depends on the cooperation between different levels of subjects involved in the teaching process. On the other hand, the purpose of teaching reform is to promote different levels of subjects to fulfill their teaching responsibilities, and to establish a cooperative mechanism between them.

3.2 Establishing Teaching Reward Mechanism

The quality of teaching mainly depends on the enthusiasm of teachers. Through the supplement and improvement of the existing teaching reward mechanism, it can not only effectively mobilize teachers' initiative, enthusiasm and creativity in teaching, but also better enrich the content of classroom teaching and ensure the smooth progress of classroom teaching activities. At this time, it is necessary for colleges and universities to establish a teaching incentive mechanism according to their own actual situation, and encourage teachers to actively carry out the declaration work at the national, provincial and school levels. For teachers who have achieved good results in the competition, colleges and universities need to give appropriate material and spiritual experience to better stimulate teachers' enthusiasm.

The evaluation mechanism of teachers will have different degrees of influence on the quality of teaching. At this time, it is necessary for colleges and universities to reconstruct the evaluation mechanism of teachers, and improve the fairness and objectivity of the evaluation of teachers by means of multiple evaluation methods such as teaching evaluation, scientific research evaluation, student evaluation, peer evaluation and self-evaluation. Scientific and reasonable mechanism of teaching rewards and punishments can not only optimize the structure of teachers, improve the quality of teachers, but also improve the quality of teaching.

3.3 Create a Good Atmosphere for Teaching Reform

For the reform of education and teaching in Colleges and universities, thought is the guide of action and the key to ensure the success of teaching reform. Therefore, the state and government departments need to attach great importance to it, and can give corresponding support and help in terms of funds and policies. They can better promote the development of education and teaching reform by carrying out foreign investigations, national teaching conferences, expert symposiums, establishing pilot areas for teaching reform and other policies. Highlight the central position of teaching. As colleges and universities, the formulation of university charter is not only the Charter of all the work of colleges and universities, but also the guarantee for colleges and universities to realize independent management and rule by law, which is the basic requirement for realizing the modernization of governance ability and governance system. At this time, it is necessary for university leaders to attach great importance to the construction and approval of University Charter, establish the sense of responsibility and urgency, and clarify the normalization and rationality of university internal governance structure in the process of education and teaching reform. Therefore, in the process of making university constitution, we should stress the central position of teaching and strengthen the reform of teaching quality management and teaching reform.

Carry out various quality education activities for college students on a regular basis to better improve their independent learning ability, stimulate their enthusiasm for learning and promote their all-round development. Secondly, in the process of education and teaching reform in Colleges and universities, we can set up relevant training courses according to the actual situation, in order to better deepen the understanding and grasp of the classroom teaching content of college students, and comprehensively improve their ability of self-learning, self-management, self-education and self-improvement [8]. Finally, improve the social practice education of college students. Colleges and universities need to add social practice education activities and social science related courses for students according to their characteristics and classroom teaching contents, guide students to have a comprehensive understanding and mastery of common problems and contradictions in society, and gradually form a social mentality of forge ahead, self-esteem, self-confidence, open and inclusive. At the same time, the setting of social practice education curriculum can make more and more college students actively participate in social practice, make them really understand the society, and make them better enter the society after graduation.

4. Conclusion

The reform of education and teaching in colleges and universities is a systematic and complex work, which can be reformed and improved through the aspects of human-oriented education concept, creating a good atmosphere of teaching reform, and improving the incentive mechanism of education and teaching reform. Afterwards, the reform can not only promote the harmonious development of all aspects, but also better improve the efficiency and quality of education and teaching reform, and better promote high quality of the development of school education.

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