

Research on the Reform of Higher Education Teaching Management System in China Based on the Development of Students' Subjectivity

Fang Tian

Shaanxi University of Chinese Medicine, Xianyang, 712046, Shaanxi, China

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Abstract: Promoting the development of students' subjectivity is an important concept of modern higher education teaching. In the teaching management of colleges and universities, the planning, guiding and standardization of teaching management are harmonious. Based on the analysis, discussion and comparative study of the historical experience of the great reform of teaching management system in higher education, this paper puts forward inspiration, reference and development trend prediction. This paper attempts to establish a new system of higher education management that meets the needs of the times by readjusting the authority of higher education management and expanding the autonomy of universities. The research shows that the teaching management status and management efficiency of colleges and universities directly affect the quality of teaching and the realization of quality education in colleges and universities. We must establish a scientific, standardized and efficient two-level teaching management system, optimize the rational allocation of higher education teaching resources, improve the school-running level and school-running efficiency, and meet the growing demand for higher education.

1. Introduction

The reform of teaching management system in higher education is a central issue in the reform of teaching system in higher education, especially in the reform of system. The idea of education is "the ideology, spirit and soul of colleges and universities, which determines the way of thinking and the direction of development of students" [1]. At the same time, we should arouse the awareness of social investment in higher education, so that higher education teaching funds are no longer excessively dependent on government financial allocation and tuition income, so as to improve the efficiency and quality of university running [2]. The current teaching management system in our country is based on the scientific management thought, and is a set of management-oriented and teaching control-centered system. The biggest deficiency is that the rigidity is too strong, which restricts the students' freedom of learning, and the freedom of learning is a necessary condition for the development of students' personality and creativity [3]. As a guide to the future reform of higher education teaching, if we put aside the reform practice and only discuss the theory, it is undoubtedly a piece of paper on the paper. There is no practical significance. If we do not summarize, analyze and refine the practical experience, it will not rise to the theoretical level. Similarly, there is no theoretical significance, and it is impossible to guide future higher education reform. The reform of higher education management system is the key and key point in the reform of higher education. It has great significance for rationalizing the relationship between government, schools and society, optimizing the allocation of teaching resources in higher education, improving the level of running schools and the efficiency of running schools, and meeting the growing demand for higher education teaching [4].

Promoting the development of students' subjectivity is an important concept of modern higher education teaching. Student subjectivity mainly refers to the autonomy, initiative and creativity of students in the study and life of colleges and universities. It is the necessary driving force for the normal development of teaching and its management activities and the continuous improvement of the quality of education and teaching [5]. We should give full play to our respective management efficiency to improve the efficiency of teaching management and to encouraging knowledge sharing in higher education institutions and strengthen the ability of social dialogue [6]. Therefore, in order

to meet the needs of the development of economic and political system reform and the development of higher education teaching itself and to adapt to the reform of the world's higher education teaching management system, it is essential to transform the original management mechanism of the school with the functional department as the main management mechanism [7]. The fundamental purpose is to enable schools to take the initiative to adapt to the needs of social reform and development. Thereby a more reasonable and effective higher education teaching management system should be established. In addition, as time progressed, the central authority to transfer to local governments or schools gradually increased. However, from the fact that the extent of decentralization is generally small, we can see that the central government has a more cautious attitude in decentralizing management authority. After all, management system reform is the core and key to the reform of the entire higher education system, and it is of great significance. Therefore, studying the historical experience, enlightenment and reference of the reform of higher education management system will help solve many problems in the process of reform and development of higher education teaching management system in China, or provide theoretical ideas for solving these problems, and then promote the reform of higher education teaching in China.

2. Materials and Methods

According to the understanding of many people today, the educational system is a restrictive framework of educational activities formulated by educational leaders. It is not an educational or pedagogical category at all, but a social, political or political category. Higher education teaching management is based on the training objectives and follows the scientific and rational management concept, which has a strong orientation. The orientation of teaching management is mainly for students' guiding and directional, so that students can achieve their own value goals under the guidance of teaching managers. The outstanding goal of achieving social development has made outstanding contributions. Practice has proved that only by continuously strengthening the party's leadership and constantly adhering to the correct direction of socialism, colleges and universities can always maintain stability and avoid chaos.

China's higher education teaching management system can be divided into macro and micro levels. The macro-management level mainly refers to the management relationship among the central, local and school, while the micro-management level refers to the internal management of colleges and universities. No matter it is macro or micro, its core is power distribution. The change of educational management environment objectively requires the reform of teaching management system, otherwise it is difficult for universities to form or maintain vigorous academic vitality and teaching freedom. Establishing a perfect two-level teaching management mode and innovating the teaching management system are the need to adapt to the sustainable development of the school and deepen the teaching reform. State intervention is only carried out within the necessary scope. Because their higher education teaching management and decision-making power are not in the central government, but in the hands of local governments. This form of management dispersion is mainly based on the local will, to arrange the operation of higher education teaching.

Higher education teaching system is the general name of the way, method and system of the state to organize and manage higher education teaching. It includes three main aspects of higher education, namely, teaching management system, school-running system and investment system, which constitute a system of mutual restriction in general. In colleges and universities, teaching management is the core of University management, and teaching management system is the basis of teaching management. For a long time, the teaching system of higher education has mainly highlighted the mandatory, supervisory and punitive nature, while neglected the students' subjectivity. The teaching management approaches for higher education teaching to promote students' subjective development are shown in Table 1 and Figure 1. On the premise of the basic system of socialism, the development of higher education teaching must also serve the socialist economy and politics. This is the basic starting point and foothold of the development of higher education in China. Faced with the fundamental question of "who cultivates people and how to train

people", the nature, tasks and characteristics of higher education teaching in China determine that the leadership system should implement the principal responsibility system under the leadership of the party committee.

Table 1 Approaches to Teaching Management in Higher Education to Promote the Development of Students' Subjectivity

	Demand	Innovate
Perfecting Student Leadership	2.50	3.05
Student Participatory Management	2.04	2.92

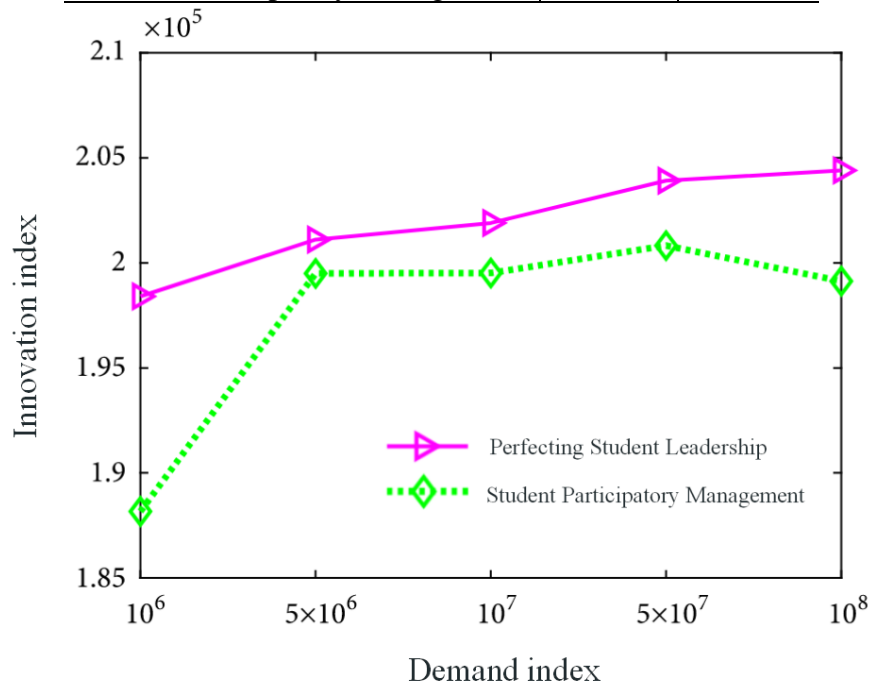


Fig.1 Approaches to Teaching Management in Higher Education to Promote the Development of Students' Subjectivity

3. Result Analysis and Discussion

Idea and management system are two different levels. The reform of management system is more practical and pragmatic. The teaching idea of higher education is more inherent spiritual requirement and should be like this. But these two levels must be "harmonious but different", that is, "pragmatism" must reflect "should be", micro-management to macro-management, and truly realize the shift of management focus from top to bottom. It is the teaching work that is gradually transferred from centralized management to decentralized management, so that the teaching management authority has been over-concentrated and gradually dispersed. We should pay attention to establishing a faculty-based management philosophy, focusing on solving the core issues of enhancing the vitality of teaching management in the department, enhancing the flexibility of the management system, and strengthening the service connotation of the management system. At the same time, students should be involved in teaching management activities, so that students can understand the important decisions and major reforms of teaching and management, choose courses and teachers independently, propose teaching opinions, and evaluate teachers.

Traditional teaching management usually implements rigid closed management with unified teaching plan, unified teaching requirements, unified curriculum and unified evaluation criteria, which hinders the development of students' subjectivity. The diversity of learning evaluation has been explored as shown in Figure 2. The over-death and over-elaboration of the school system restricts the teaching management greatly, restricts the initiative and initiative to play, and passive management makes the problems that can be solved by oneself dare not or unwilling to manage.

Teaching management satisfies the status quo and does not stimulate the desire for independent development of the college. It does not form its own characteristics. The education system has already broken through the old frame of the leadership management system. It is a complex system consisting of many interrelated factors, including the school system, management system, enrollment, employment system, investment system, and related educational legal system and the reform of the national personnel labor system. The key is to link many factors. Intrinsic mechanism for operation.

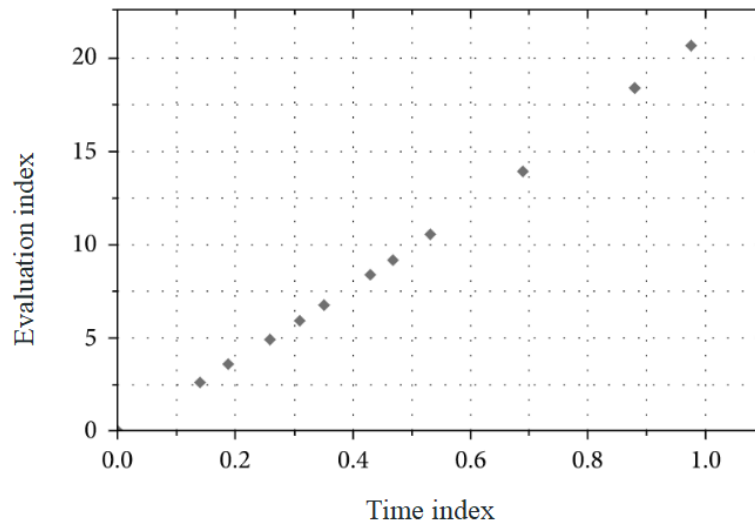


Fig.2 Diversified Learning Assessment

To implement the autonomy of running a school, the most important thing is to clarify the ownership of higher education teaching. Otherwise, the power of the government can not be really laid down, and the autonomy is only incomplete autonomy. To solve this problem, it is imperative to clarify the ownership of higher education teaching in the form of law. Secondly, we need to change the government's management mode of higher education teaching. Only by rationally reforming the internal management levels and power distribution institutions, adjusting the management functions, contents and powers of various functional departments, and adjusting the scope of powers of lower and middle-level teaching units, can we improve the efficiency of management and the efficiency of running schools. It is clear that students are the main body of the learning process, and playing the leading role of teachers is the key factor in constructing the subjective status of students; constructing the subjective status of students. It is necessary to point to the cultivation of students' innovative consciousness and innovative ability, and to promote the overall improvement and full development of students' quality. We must keep pace with the times, constantly innovate in thinking, and constantly improve this leadership system while persisting. At the same time, the constant changes in the socio-economic situation and the new requirements for the development of higher education teaching have raised many new challenges to the principal responsibility system under the leadership of the party committee.

4. Conclusion

This paper studies the reform of teaching management system of higher education in China with the development of students' subjectivity. The key to the reform of higher education teaching management system in China is to change the government's excessive management system of institutions of higher learning and to expand the autonomy of institutions of higher learning under the guidance of the unified national education policy and plan. Only by timely updating the management concept, changing the management mode and implementing management innovation can we continuously improve the management efficiency and promote the development of higher education and teaching in China. To strengthen the internal and external adaptability of higher

education teaching system as the overall goal, strengthen the links between higher education and production, scientific research and other aspects of society, it is necessary to innovate the concept of teaching service, take students as the foundation, regard students as the main body of education and management, respect the independence and autonomy of students, change the management consciousness of punishment and suppression and guarantee students' basic freedom of study and rights. It is necessary to innovate teaching services and carry out full-course, forward-moving, direct and responsive services. The teaching management system of higher education covers a wide range of issues and involves many problems. It is not a matter of time to improve the teaching management system of higher education. However, the research on the subject of higher education teaching management system is far from over, and all this has to be done by more practitioners of higher education teaching. Researchers should go deep into it and continue to summarize and explore.

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