An Empirical Research on Adjustment of Teaching Management Objectives in Colleges and Universities Based on Innovation Ability

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Abstract

In recent years, with reform of the higher education system in China, more attention has been paid to quality education, and cultivation of thinking ability has become the main purpose of higher education in China. Meanwhile, under the background of the new normal economy, “mass entrepreneurship and innovation” has become the main direction of social and economic development, for which the demand for college students’ innovative ability becomes higher. Therefore, colleges and universities have begun to attach great importance to cultivation of innovative ability, while the three systems based on innovative ability-classroom teaching, after-school innovation and extracurricular practice have become the core structure of higher education in China. Influenced by many subjective or objective factors, there are still many defects as for cultivation of innovative ability in Chinese higher education, which results in the difficulty of colleges and universities developing high-quality talents with innovative ability, which is not conducive to the all-round development of college students’ future life and work. In addition, cultivation of innovation ability can not be accomplished through teaching of several classes, but it needs to run through the whole process of college education. Therefore, bringing cultivation of innovation ability into the teaching management of colleges and universities has become one of the key problems in the current teaching management in colleges and universities.

Keywords: Cultivation of Innovation Ability, Education Management of Colleges and Universities, Education Management Objectives.

1. RESEARCH OVERVIEW

1.1 Research background

Innovation ability is also known as creativity, which is the ability to propose updated results based on the existing resources and knowledge base through analysis and research of existing achievements. This ability, in essence, as continuous innovation of the existing ideas, is to solve difficulties faced in a more innovative way by giving full play to its own thoughts and ability. In modern society, with the continuous development of information technology, the society is in the high speed transition period when huge changes happen at any time, while traditional teaching modes have showed a backward trend under the current social background because of only attention paid to cultivation of students’ problem-solving ability and knowledge level. Therefore, colleges and universities need to cultivate high-quality talents with innovation ability according to needs of the society, so that students can be more competitive in the fierce competition in society, satisfying needs of their jobs and effectively enhancing the ability of students in solving problems. In addition, under the new normal economy background, cultivation of talents with innovation ability is also able to promote the development of "mass entrepreneurship and innovation" and to provide more jobs for the society, solving employment difficulties of college students and becoming an important driving force for Chinese economy and social development; therefore, it is of important significance to deepen development of modern industrial structure and employment structure.

1.2 Literature review

Teaching management, as the focus of the administrative work of college teaching, involves in wide scopes and has a high degree of complexity, moreover, the teaching management level to a certain extent determines the teaching level in colleges and universities; therefore, certain attention has been paid to teaching management by colleges and universities in China. Colleges and universities need to adjust teaching management accordingly pursuant to teaching objectives of cultivating the innovation ability. On one hand, they need to actively introduce more high-quality talents with creative thinking and creative ability; on the other hand, they need to strengthen
the cultivation of education administrators in colleges and universities and to provide education about innovation concepts, promoting innovative ability education in colleges and universities from the aspect of education management (Guo and Cui, 2015). Under the background of cultivating the innovation ability, the reform of teaching management modes in colleges and universities needs to begin with the incentive mechanism and the evaluation system. Firstly, through evaluation of teaching quality and appraisal of teachers’ performance, practical application results should be analyzed, and quality evaluation and assessment indicators should be added, deleted or amended accordingly to avoid the phenomena that teachers improve their performance purely relying on teaching time and teaching workload in college teaching. Secondly, the traditional incentive system must be changed, i.e. combination of salary incentives and spiritual incentives should be used to mobilize the teaching enthusiasm of college teachers, at the same time; traditional teaching systems should be continuously innovated to keep pace with the times and cultivate innovation ability of students (Zhang, 2016). In modern higher education, cultivation of innovation ability has gradually become the main direction for teaching development in colleges and universities, while the traditional inculcation education mode can only cultivate theoretical knowledge and problem-solving ability of students and can-not cultivate innovative ability of students, causing difficulties in playing its due educational role. Therefore, concepts need to be changed and innovation ability of students needs to be cultivated all-around from the three aspects—theory, practice and thoughts for deepening of high quality education, i.e. only enough attention paid to cultivation of the innovation ability in college teaching management can more high quality talents required by the society be cultivated.

2. THE MAIN PROBLEMS EXISTING IN THE CURRENT TEACHING MANAGEMENT IN COLLEGES AND UNIVERSITIES

2.1 Musty teaching concepts

Influenced by the idea of exam oriented education, the teaching focus of most of teachers is to cultivate the students’ knowledge base and the ability to solve the problem. This teaching mode can help students get high scores in the fierce examination competition and become more competitive, which is helpful and conforms to the current situation in China (Li et al., 2012). However, with rapid development of the society, there are more demands for talents with strong comprehensive quality, and talents cultivated by colleges and universities are often unable to meet the needs of enterprises, causing employment difficulties for college graduates, which reflects musty teaching management problem in the traditional higher education (Hao and Liu, 2012). Even in overall situation of quality education, the traditional teaching concepts are still deeply rooted and cultivation of innovation ability is not considered as the main idea of classroom teaching, which leads to the lack of targeted creativity training of students’ in classroom teaching, resulting in the low creativity of college students in general (Liang and Chen, 2012).

2.2 Single teaching means

In the traditional examination oriented education environment, the teaching methods adopted by teachers are mainly to improve the students’ examination results. There are two main methods: the first one is the examination oriented education method which is to help students understand key and difficult points through analysis test papers and past exam papers and to give targeted explanation on each kind of questions to students; the second one is endless exercises method which is to leave large amount of exercises to students whose ability of solving questions will be improved by continuous exercise in the after-school time (Kuang et al., 2012). These two methods can effectively improve the students’ ability to solve the questions, resulting in a leap forward growth as for students’ learning achievements. However, in fact, this teaching method can only cultivate students’ ability to solve questions, and it fails to play any role in the cultivation of their comprehensive qualities (Yang, 2012). But there are essential differences between higher education and primary school & secondary education. Higher education should pay attention to the cultivation of students’ comprehensive quality, so as to prepare them for the future work and life; however, it is obviously difficult for this simple teaching method to cultivate students’ comprehensive quality, which also reflects that the reform of traditional teaching methods will inevitably become the focus of higher education management in the future.

2.3 Poor stability of educational administrators

The education management level in colleges and universities has a direct impact on the teaching level in colleges and universities, and educational administrators also occupy an important position in colleges and universities. Since most colleges and universities belong to public institutions, the power over personnel of colleges and universities will be influenced by higher level leadership and various factors (Rong et al., 2010). Therefore,
education administrators in colleges and universities usually have higher mobility, which directly affects construction level of educational administrators and reduces their work efficiency. In addition, due to the fact that new education administrators do not share the same management thoughts with former employees, that the education system with cultivation of the innovation ability as the core goal is changed to the education system with traditional educational concepts as its cores after personnel change tends to happen more easily, which is not conducive to cultivation of creative talents in colleges and universities (Ji, 2010).

3. THE EDUCATION MANAGEMENT SYSTEM OF COLLEGES AND UNIVERSITIES BASED ON CULTIVATION OF INNOVATION ABILITY

3.1 Innovating the traditional educational concepts

In view of the problems existing in the current education management in colleges and universities, they are mainly caused by musty educational concepts. Therefore, in order to promote the reform of the educational management system in colleges and universities, the traditional educational concept should be innovated first (Kang, 2015). Colleges and universities need to strengthen education of educational concept on teachers, so that teachers can have a deeper understanding of quality education and innovation ability, to make teachers aware of the fact that though students’ test scores are important, the innovation ability is the important power to promote the students’ life and work in the future, thus effectively solving the problems of musty teaching management concepts and improving the education management level in colleges and universities (Fu and Yang, 2015).

3.2 Reforming educational modes of colleges and universities

Education concepts are the theoretical basis of college education, while teaching methods are practice methods for college education. Education methods will be influenced by educational concepts. Influenced by traditional education ideas, education modes of colleges and universities, which are exam oriented teaching and endless exercise tactic mainly, are only effective in cultivating students’ question-solving ability and fail to play any role in future work and life of students. Therefore, to reform the traditional education mode, informationized education, school-enterprise cooperation, open education should be combined together, which can effectively guarantee education quality and avoid performance decline of students and cultivate comprehensive ability of students through more diversified education modes, embodying great significance to promote students’ innovation capability. In addition, reasonable design teaching activities are also needed. Creativity is a kind of ability focusing more on practice; hence, it is difficult to learn creativity by book knowledge. Therefore, in the process of education mode reform in colleges and universities, corresponding teaching activities should be carried out, such as innovation skills competition, besides, scholarships and credits can be used to encourage college students to participate in educational activities, which can effectively enhance the overall innovation ability of college students (Du et al., 2011).

3.3 Enriching teaching contents

Under the traditional teaching mode, teaching contents mainly come from two sources—contents of teaching materials & related auxiliary teaching materials, and teaching contents on the Internet, among which teaching materials and related auxiliary teaching materials occupying an important proportion, provide a certain teaching content for students, but are still far from enough in today’s society. At the same time, it is easy to find the students’ learning enthusiasm decline due to the lack of richness of teaching contents. Therefore, it is necessary to adjust the traditional classroom teaching contents accordingly. On one hand, corresponding expansion and update based on the existing contents in teaching materials and auxiliary teaching materials should be conducted. On the other hand, all kinds of historical and cultural knowledge linked with specialized knowledge can be explained, which can effectively cultivate students’ sense of innovation (Zhang et al., 2011).

3.4 Improving the comprehensive ability of education administrators

To some extent, the working ability of educational administrators in colleges and universities determines teaching quality in colleges and universities. If university administrators are lacking in the innovation ability, they will not be able to take the innovation ability as their work focus and carry out teaching of innovative ability. Therefore, the innovative ability of educational administrators should be cultivated emphatically, so that they can find more ways to solve problems in their work. At the same time, their professional ethics and sense of mission should also be actively improved. The ability of educational administrators to deal with unexpected problems should be
improved through cultivation of the innovation ability, so that they can look at and solve problems with the scientific outlook on development. Meanwhile, colleges and universities also need to add more quality extension training in work and increase the ability and interest of deepening research from their actual situations, so that teaching of teachers and study of students can be better assisted in a positive atmosphere (Zheng et al., 2011).

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