The Guiding Role of Teaching Supervision in the Classroom—A Practical Research from Evaluation to Improvement

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Abstract: Teaching supervision plays an important role in education reform and development, providing guidance and assistance to teachers through evaluation and reflection to promote the improvement and enhancement of classroom teaching. Based on theoretical analysis and practical research of teaching supervision, this article explores the guiding role of teaching supervision in the classroom, as well as effective ways and methods to achieve teaching improvement, aiming to provide reference and inspiration for educational management and teacher training.

1. Introduction

Teaching supervision is an important educational management and development work, which not only serves as an important means for education reform and quality assurance, but also an effective way to promote teacher growth and improvement [1-4]. The purpose of teaching supervision is to provide guidance and assistance for teachers through evaluation and reflection, and improve classroom teaching. As it is closely related to the practical application of education and teaching, many issues in teaching supervision work need continuous exploration, experimentation, summary, enrichment and perfection in practice [5,6].

This paper explores the guiding role of teaching supervision in classrooms, effective ways and methods to achieve teaching improvement, through theoretical analysis and practical research on teaching supervision. Firstly, this paper discusses the theoretical basis of teaching supervision, the concept of classroom guidance, and the evaluation of teaching supervision on classroom teaching, with the help of examples. Secondly, the paper analyzes the role of teaching supervision in classroom improvement, and investigates the guidance and assistance provided to teachers and their contribution to improving classroom teaching. Lastly, this paper proposes some issues that need to be considered in teaching supervision practice, as well as approaches and methods that can promote the effectiveness of teaching supervision [7-9].

2. The Guiding Role of Teaching Supervision in the Classroom

2.1. The Theoretical Basis of Teaching Supervision

The theoretical basis of teaching supervision mainly includes supervision theory, teaching evaluation theory, and teaching reform theory [10].

Supervision theory is one of the theoretical foundations of teaching supervision. It refers to the theory that comprehensively monitors and manages teaching activities through a series of methods such as investigation, recording, observation, evaluation, guidance, and reflection. Supervision theory mainly includes five aspects: the theory of achieving supervision goals, the theory of supervision process, the theory of supervision effectiveness, the theory of supervision standards, and the theory of supervision methods.

Teaching evaluation theory is based on the concept of education quality. Education quality refers to the degree to which educational goals are achieved in the educational process. The evaluation of education quality can be achieved by evaluating educational goals, educational resources, educational processes, and educational outcomes.

One of the theoretical foundations of teaching reform is the theory of education quality, which holds that education quality consists of five aspects: educational goals, educational content, teacher quality, educational methods, and educational management. Teaching reform aims to improve the quality of teaching and the level of teachers and students by using reform means, constructing new systems, and implementing new strategies to achieve educational goals.

The purpose of teaching supervision is to improve the quality of teaching and promote teacher's growth. Behaviorism theory holds that learning is a behavioral process, and behavior can be changed as long as stimulus conditions are arranged correctly. Teaching supervision can change teachers' teaching behavior and promote classroom teaching improvement and enhancement by providing positive stimulus. Cognitive psychology theory holds that learning is a thinking process based on memory, which requires constant reception of new information, processing, storage and memorization. Teaching supervision should not only focus on the imparting of teaching content but also pay attention to students' cognitive psychology, respect students' feelings and characteristics, and moderately stimulate students' interests and ability to operate through appropriate content and activities. As adults when studying, university students have a strong sense of self-awareness, and they focus more on practical and applicable matters and the connection with practical problems and are more inclined towards autonomous learning. Teaching supervision should focus on learners, give full play to learners' main roles, fully mobilize learners' autonomy and initiative, and assist them in achieving self-management and self-development [11].

2.2. The Role of Teaching Supervision in Improving Classroom Instruction

Classroom guidance is one of the core tasks of teaching supervision. It mainly involves evaluating the classroom teaching process, identifying problems, providing improvement suggestions, helping teachers master key aspects and skills in classroom teaching, and improving the quality and effectiveness of classroom teaching. Classroom guidance needs to focus on three points: first, clear objectives. Teaching objectives are the focus of classroom guidance. Teachers need to accurately grasp subject objectives and teaching design objectives, clarify students' learning tasks, and classroom presentation objectives. Second, thorough reasoning. Teaching supervision personnel need to have rigorous teaching logical thinking skills and, based on this foundation, analyze teaching depth and accurately assess teaching effectiveness. Third, emphasis on practice. Teaching supervisory personnel should focus on improving their classroom guidance ability through practical research and simulation exercises, making them more adaptable to the practical

requirements of education and teaching.

2.3. The Evaluation of Classroom Teaching by Teaching Supervision

Teaching supervision mainly focuses on evaluating teachers' classroom teaching, and evaluates teaching process and results from top to bottom, comprehensively, and from different angles. The main contents of the evaluation include teaching objectives, teaching process, student performance, evaluation methods, and teaching reflection. The evaluation process requires teaching supervisory personnel to adopt a fair, impartial, and rigorous attitude, attach great importance to teachers' capacity and acceptance, and ensure that teaching supervision work proceeds steadily.

3. The Role of Teaching Supervision in Classroom Improvement

Teaching supervision plays an important role in guidance, supervision, evaluation, support, feedback, promotion, and improvement in educational and teaching work. Specifically, it guides teachers to establish good educational and teaching concepts, centered on students and aimed at promoting student growth; supervises teachers' teaching behavior to ensure smooth teaching processes; evaluates and provides feedback on teachers' teaching processes and outcomes, and proposes reasonable improvement suggestions; supports teachers to exert their professional expertise, strive to improve educational and teaching quality, and co-operate in achieving research results; and provides continuous feedback on the improved teaching effects, promoting the continuous improvement of classroom teaching.

Through its guidance role in the classroom, teaching supervision promotes positive changes in teachers' teaching behavior, improves teaching quality, enhances teachers' confidence and ability. At the same time, it also optimizes the structure of educational and teaching and achieves a comprehensive improvement in teaching quality.

The role of instructional supervision in classroom improvement includes evaluating the quality of teaching by observing the teaching process and student performance to provide feedback to teachers. This helps teachers identify and solve various problems that may exist in the classroom, thereby improving the quality of their teaching. In addition, instructional supervisors can provide professional support and advice to teachers to improve their teaching skills and strategies based on subject development needs. Through monitoring and evaluating classroom teaching, instructional supervisors can encourage teachers to try innovative teaching methods, promote teaching reform and improve teaching standards, and enhance teachers' self-awareness and professional development. By communicating and interacting with teachers, instructional supervisors can guide them to reflect on their teaching behavior and outcomes, enhance their confidence and professional competence, and promote their continuous development. Instructional supervisors can also promote different teaching methods used by different teachers during classroom observations. Other teachers can learn from the experiences of their colleagues, including the unique features of the courses they teach, and introduce different teaching methods to see different results. This is also a way to promote teaching reform.

4. Effective Approaches and Methods to Achieve Teaching Improvement

4.1. Actively Building Teams and Platforms

Teaching supervision work requires close cooperation with multiple departments and personnel, thus establishing a good team and platform is crucial to achieving teaching improvement. Educational departments should develop a sound teaching supervision work system and internal

processes, establish a teaching supervision platform, and achieve resource sharing and collaborative research.

4.2. Linking Reality and Emphasizing Practical Research

Teaching supervision work should be closely linked to the reality of education and teaching, emphasizing practical research. During the evaluation and guidance process, experience and rules should be continuously summarized and refined to form a set of highly operational teaching improvement methods and strategies.

In teaching supervision practice, attention should be paid not only to direct criticism but also to communication with teachers to understand their thoughts and teaching strategies, help them reflect on and improve teaching methods. At the same time, attention should be paid to the autonomy and subjectivity of teachers, allowing them to better exert their teaching characteristics and styles and fully stimulate their enthusiasm and creativity. Multiple ways and channels should be used to carry out teaching supervision, expanding the scope of participation and influence of teaching supervision and inspiring the interest and motivation of teachers and students to learn.

4.3. Emphasizing Professional Ethics and Actively Promoting

Teaching supervisors should not only have a foundation in policy and teaching theory but also possess outstanding professional ethics and service consciousness, advocating the social value of education and teaching. At the same time, actively promoting teaching supervision work and raising the visibility and influence of teaching supervision.

4.4. Strengthening Training and Assessment Mechanisms

Teaching supervisors should continuously strengthen their professional skills through training to enhance their teaching supervision abilities and knowledge level. At the same time, a good assessment mechanism should be established to strengthen the targeting and effectiveness of performance evaluations and form a management system with dual incentives and constraints.

4.5. Re-evaluation of Teaching Supervision

The guidance for evaluating teaching supervision work includes setting supervision goals. Teaching supervisors should have clear work objectives, such as improving the quality of teaching and promoting student academic performance, to guide the evaluation standards. The supervision tasks should also be quantified. A detailed list of supervision tasks can be developed to evaluate supervision work based on task completion quality, timeliness, and other factors. After the supervision work is completed, the results should be fed back in a timely manner to inform teachers of improvement strategies and to help them improve their teaching quality and methods, and to urge them to complete tasks according to the set objectives.

5. Effective Communication between Teaching Supervision and Teachers

Communication between teaching supervision and teachers is an essential part of the teaching supervision process. It can effectively improve the quality of education and promote educational reform. Effective communication methods include:

5.1. Listening and Understanding

Teaching supervisors should always pay attention to the educational scene and listen to teachers' opinions and ideas. In communication, supervisors should listen to teachers' demands, concerns, and suggestions with a patient attitude, while also understanding teachers' perspectives.

5.2. Timely Feedback

Supervisors should timely provide feedback to teachers on the strengths and weaknesses of their teaching and also provide guidance and support. Through timely feedback, teachers can understand their teaching quality and make timely adjustments and improvements to their teaching methods.

5.3. Encouragement and Commendation

Supervisors should fully recognize the strengths and successful experiences of teachers and encourage them to continuously try new teaching methods and explore their potential. This will inspire teachers to further tap into their teaching potential and improve their teaching level.

5.4. Inspiring Inquiry

The key to trust and communication lies in the exchange between both parties, not just the supervisor's guidance and the teacher's being guided. Supervisors should ask inspiring questions during communication to help teachers gain a deeper understanding of students' learning situations and problems in teaching process.

5.5. Building Good Relationships

Teaching supervision should maintain good relationships with teachers, establish mutual trust, mutual benefit, and mutual gain. Only in this way can we better promote educational reform and improve the quality of education.

Communication between teaching supervision and teachers should not only be a one-way guidance and being guided, but also a collaborative process of discovering and improving together, in order to promote constant improvement of educational reform.

6. Conclusion

Teaching supervision has always been a hot topic in education reform. With the development of China's education and globalization trends, the role of teaching supervision is becoming increasingly valued. This article explores the guiding role of teaching supervision in the classroom from the perspective of evaluation and improvement. Through practical research, this article concludes that the impact of teaching supervision on improving teaching quality, reducing teaching costs, and stimulating teacher innovation is of great value and significance.

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