

Thoughts on Ensuring the Teaching Quality in Nanjing Universities

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Abstract: There is a large number of colleges and universities in Nanjing, and the quality of education is among the best in China. However, it is still difficult to avoid some problems that hinder the improvement of teaching quality. This paper makes relevant research on the teaching status of universities in Nanjing, analyzes the problems existing in the teaching quality in Nanjing, and puts forward relevant suggestions and opinions from the three main aspects of students, teachers and universities.

1. Introduction

With the development of China's economy and society, higher education is becoming more and more popular. With the implementation of the enrollment expansion policy of colleges and universities, higher education has shifted from elite education in the early days of the founding of the People's Republic of China to mass education. In 2010, the Ministry of Education of China issued the Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020), pointing out that improving the quality is the core task of the development of higher education and the basic requirement of building a strong country in higher education. Pan Wei of Nanjing University of Technology studied how to ensure the teaching quality of colleges and universities, and put forward the conclusion that Chinese university education improves the teaching quality and international influence^[1]. The author pointed out that to improve the quality of teaching, we must deeply grasp the current pain points of college education, establish two sets of evaluation and incentive mechanisms of teaching and scientific research to meet the needs, improve teaching management, achieve student-oriented, and improve the quality of classroom teaching. Peng Weiming analyzed the essence and characteristics of higher education quality, and put forward the concept of higher education quality^{[2] [3]} of autonomy, efficacy, adjustment, accessibility, coordination and reliability. The author points out that the so-called quality of higher education refers to "the synthesis of meeting the specific internal requirements of higher education in the process of operation and development and all the characteristics of the external provisions of the society". Therefore, the quality of higher education is constantly developing and changing, and needs to be combined with the current social needs.

The main body of college education is students, so it is essential to understand the needs of students. Zhang Kehui carried out a questionnaire survey on some college students in Nanjing, and conducted a more comprehensive survey and analysis on the teaching quality satisfaction of ideological and political theory courses in colleges and universities^[4]. Research shows that in

college teaching, to improve college students' satisfaction, not only requires the multidimensional and effective integration of teaching objectives, but also requires moderate teaching cooperation among teachers of different disciplines to achieve the development of macro theoretical knowledge and social industry. Therefore, giving full play to the leading role and theme of students in this process can well improve the teaching quality of colleges and universities. As the leading part of college teaching, university teachers play an irreplaceable role in college education. Many scholars from different angles analyzes the university teachers of college education quality improvement, and analyzes the main factors affecting the university teachers improve teaching quality^[5-9], put forward the colleges and universities need to establish appropriate talent policy, the necessary training and career planning guidance mechanism, stimulate teachers' teaching enthusiasm, improve the quality of education. For colleges and universities, how to effectively improve the teaching quality, not only need the efforts of teachers, also need to pay attention to itself to provide the growth of college teachers and students, learning platform and opportunities, establish relevant policies, mechanism, synchronous grasp the students' study demand and thought dynamic, both the actual needs of teachers, grasp the reasonable distribution of scientific research and teaching, teachers and students can be relaxed, fair and open atmosphere of learning, growth, improve the quality of college education, form a virtuous circle. At the same time, colleges and universities should also form a good cooperative relationship, learn from each other, supervise each other, and jointly create a good social environment for college education.

2. Analysis of the current situation of teaching quality in universities in Nanjing

Since ancient times, Nanjing has worshipped culture and valued education, and is known as "the world scholar". Nanjing has 985,211 and double first-class well-known universities, the first in China, among which Nanjing University enjoys a certain status in the world. As an important national scientific research and education base and science and education center, the education quality of universities in Nanjing also ranks among the best. Zhang Li^[10], Gao Xi and other^[11] took a university in Nanjing as an example to investigate the current situation of college students' study style, and put forward the corresponding management policies. The results show that the style of study in Nanjing universities is good, but there are still some problems and risks of education and teaching quality that cannot be completely avoided. The researchers propose that in Nanjing university teaching, we should strengthen the guidance of teacher teaching objectives to stimulate students' interest and motivation; in daily education management, establish limited supervision mechanism to urge students to study hard; at the teacher level, strengthen the policy incentive for teachers, strengthen their career guidance and education, so as to form a good style of study and promote the improvement of teaching quality.

2.1 Development status of teaching echelon construction in colleges and universities

With the popularization of higher education, the number of high-level young talents in the society is increasing, and they are playing an increasingly important role in different positions. For colleges and universities, in recent years, with the emergence of the tide of higher education graduates, more and more young highly educated teachers have joined the echelon of college education and teaching, and the young teachers with higher education are gradually becoming the main force of scientific research in colleges and universities. Because received formal higher education, young teachers generally have certain professional, have a relatively clear understanding of professional development, have a relatively positive view of career development^[7], is a force in the development of modern higher education, it also for the improvement of college teaching quality provides a solid and favorable foundation. However, in the background of college

enrollment expansion, the quality of college education and the quality of students are uneven, so it is difficult to ensure the rapid and effective improvement of the quality of college education. However, the rapid expansion of college students, the introduction of young teachers' resources and the allocation of various teaching facilities are far from meeting the needs of the rapid growth of the number of students, which further causes the small number of teachers and more students, and the teaching quality is difficult to take into account the plight of every student. In addition, in the current economic value orientation guided by the mainstream social values, colleges and universities attach too much importance to the scientific research and academic achievements of teachers, ignoring the teaching achievements of teachers and the learning quality of students. Such behavior leads to the deterioration of the quality of education in colleges and universities, and the formation of a bad educational spirit of "strict into broad" in colleges and universities, wasting a lot of teaching resources, so it is difficult to ensure high-quality talent output.

2.2 Influencing factors of university teaching quality

The main body of higher education is students, and college teachers are the main personnel who guide students to form good social values and learning attitudes. The greatest influence on the teaching enthusiasm of college teachers is the concern of college teachers and relevant policies, and the demand for talents in society is the main factor that directly affects the quality of college teaching. Therefore, the main factors affecting the teaching quality of colleges and universities are no more than the following four aspects: students, teachers, colleges and universities and the social environment. From the level of students, the main beneficiaries of teaching in colleges and universities is students, and the number of students occupies the vast majority of the university population. Therefore, analyzing the factors affecting the teaching quality at the student level and finding corresponding solutions can improve the teaching quality most directly.

From the teacher level, teachers as the executor of teaching, its own knowledge level and teaching skills often determines the teaching quality, teachers' teaching methods and attitude also indirectly determines the students' acceptance of teaching content, therefore, the analysis of teaching quality factors, put forward effective solutions, also can directly and effectively improve the teaching quality of colleges and universities. As the overall environment of students and teachers in their study and teaching career, the academic atmosphere, policy and value orientation of colleges and universities often determine the teaching quality of colleges and universities, which has an inseparable and most direct impact on both teachers and students. Only by identifying the role of colleges and universities in the process of improving the teaching quality, and exploring and guaranteeing the needs of students and teachers, can we form a good academic atmosphere, establish a good style of study in colleges and universities, and effectively improve the teaching quality in colleges and universities. Finally, the talents cultivated by colleges and universities must be combined with the social needs. On this basis, the correct value orientation and good social atmosphere can be well fed back to the production, learning and research education of colleges and universities, forming a good learning atmosphere and training goals, and the colleges and universities can export more high-quality talents to the society.

3. Main problems facing the improvement of teaching quality in universities in Nanjing

For Nanjing area, there are many colleges and universities, the construction of universities is relatively good, the faculty is relatively strong, and the facilities are relatively excellent. Therefore, the problems and challenges faced by the improvement of teaching quality in colleges and universities in Nanjing mainly include the following aspects.

3.1 Students' subjects are lack of learning initiative

Students are the main body of colleges and universities training, and the main task of colleges and universities is to train and export the social needed talents for the society. Therefore, for colleges and universities, the students' learning situation is the most intuitive reflection of the teaching and education quality of colleges and universities. College students tend to come from different regions, before entering colleges and universities, the education sophistication has certain differences, such as in Nanjing, students from Jiangsu region tend to better English level, and from more remote areas of children, limited by the education resources, poor English level, in the university English learning process, there is a gap, for students, need to spend more than the students time and energy to improve English level, through a variety of English test, etc. However, due to the large number of college students and limited teaching resources, it is difficult for teachers and schools to accommodate each student, so it is difficult to ensure the enthusiasm of each student in the teaching process. Some students are even addicted to online games because they are unconstrained, wasting their studies. For colleges and universities, in addition to classroom teaching, such as the after-class communication between teachers and students, the rationality of students' participation in teaching work, and so on, will play a good role in promoting the learning enthusiasm of students. For students, there are the following obstacles to improving the quality of teaching.

3.1.1 Insufficient after-class communication between students and teachers

Contemporary university gap between teachers and students resources is bigger, a subject often has hundreds of thousands of students, class is usually set to hundreds of large class teaching, teachers not only difficult to both to every student in the classroom, homework degradation or tutoring is difficult to do everything, this leads to the lack of communication between teachers and students. The lack of communication between teachers and students will greatly reduce the enthusiasm of students and seriously hinder the improvement of teaching quality^[12].

3.1.2 Lack of rationality of students' participation in teaching work

For college students, the most common way to participate in the teaching work is to participate in the evaluation of teachers' teaching work at the end of the term. However, the survey found that the current routine evaluation program in colleges and universities has some major disadvantages: (1) the evaluation work objective bias: student evaluation is not for appraisal and assessment, but for promotion and improvement; not for selection and elimination, but for education and development of^[12]. The fundamental purpose of teaching evaluation is to promote teachers to constantly find themselves and teaching problems, improve education and teaching methods, and improve the quality of pedagogy. Teaching evaluation is not to sum up the work of teachers, but to find the areas to be improved and improved and the advantages to be carried forward.(2) Students' unclear understanding of the evaluation indicators is the main reason for the inaccurate evaluation results: The survey found that students' evaluation of teachers adopts a hierarchical system, but the definition of each level is not clear. Some students even choose all the evaluation indicators as "good" because they are worried that the results will affect the teachers' work, which leads to the loss of the real meaning of the evaluation.(3) evaluation work arrangement stage is not reasonable, research found that 80% of colleges and universities in the final exam, but the university education is different from compulsory education stage, some courses may only a semester, and the course after evaluation, for the current stage of students, no sense, evaluation of the ultimate goal or in order to allow teachers to better impart knowledge to students. At the end of the course, when the

students want the teachers to improve and improve the students' psychology changes, and they are not clear in the course of the course.

3.1.3 Colleges and universities are not strict enough on students' academic control

Since most college students are adults, theoretically speaking, they are very self-disciplined, so colleges and universities are basically "free" for students, which leads to many students in the university just to "mix" a degree, and the professional knowledge learned in the university is not enough to meet the real graduation requirements, in this respect, schools and teachers have a certain responsibility. Students 'incorrect attitude towards study, and the inadequate control of teachers and schools in the teaching process, which to some extent encourage students' improper learning atmosphere.

3.2 College teachers are "willing to do but not able"

In recent years, with the popularization of higher education, young and middle-aged teachers in colleges and universities can be seen everywhere. The so-called "better than the blue". The new generation of young teachers tend to have higher education, a wider range of knowledge and various skills that perfectly fit with the new era. However, educational background, knowledge scope and technology application ability cannot determine a teacher's teaching ability. In addition, in the current cost of life and education, the teaching industry is not generous, which cannot enable most college teachers to precipitate themselves. As the so-called "lack of food, lack of strength, talent and beauty", the difficulties of college teachers are about the same as those of ordinary workers. The improvement of education quality is closely linked to the teaching ability and level of teachers.

3.2.1 Lack of teaching skills

For colleges and universities, many teachers are not clear about the talent training goals of colleges and universities, and the teaching goals of this major are not very clear. It is extremely one-sided to determine the teaching quality and students' learning results only by scores. At the current stage, as the young teachers (under 35) proportion, with a surge in the number of students, many graduating college students directly change identity become a teacher, without professional teaching skills training, serious lack of teaching experience, often cause scripted make students dislike teaching methods. As the backbone of the current teaching work in colleges and universities, the young teachers are very enthusiastic and diligent in the teaching work. The teaching content is novel and vivid, and the teaching tools are advanced. However, due to the lack of experience and experience, the teaching methods, means and teaching content are far from fully meeting the needs of the development of modern education and teaching. Among the teachers of different age groups, the mentoring work is also extremely lacking. Most colleges and universities are faced with the dilemma of a small number of senior teachers but more courses, which directly leads to the inability to teach enough teaching experience and skills to young teachers in time. As for the pre-entry professional training, many colleges and universities even have no professional training for young teachers. The training of teachers in universities is not systematic ^[8], which is also the direct reason why young teachers in universities cannot quickly master teaching methods, so as to effectively improve the quality of education.

3.2.2 Heavy teaching and scientific research tasks

College teachers have to undertake not only the heavy teaching tasks, but also bear the very strict

scientific research indicators. In the modern society where scientific knowledge is updated quickly and the competition is fierce, university teachers have heavy tasks, and teaching and research are often difficult to achieve both. However, the assessment of teachers in many colleges and universities is generally based on scientific research and academic achievements, which also causes many teachers to focus on scientific research and career planning while ignoring teaching. They only "teach" in teaching work, and do not pay attention to the achievements of students "learning", and ignore the significance and value of teaching for talent training.

3.3 Unreasonable university management system and policies

Students and teachers are the two main groups in colleges and universities, therefore, the management of colleges and universities first need to make clear the purpose and value of colleges and universities, find the orientation of talent training, combined with the implementation of the effective management system and policy, to ensure that college teachers "teaching", college students "learned", can output real talent for the society.

3.3.1 Emphasis on scientific research over teaching

At present, many universities are ranked based on the number of papers published and the value of their scientific research results, rather than cultivating and exporting how many talents that are needed by the society. This atmosphere of "judging heroes" based on scientific research achievements is bound to cause the negligence of teaching management in colleges and universities, resulting in the lack or even decline of teaching quality. Not only teachers, but also will lead to the bad phenomenon of "emphasizing scientific research practice and neglecting academic theory" among students. In addition, on the management of teachers, there are many weak links in colleges and universities, such as the assessment of teachers', training, job title appraisal promotion, exchange abroad, etc., colleges and universities tend to only pay attention to scientific research, papers, and ignore the requirements of teachers' profession, teaching norms and training, this is the main reason of college teaching quality is difficult to achieve the goal.

3.3.2 Lack of effective constraint and incentive mechanism

At the level of teachers, colleges and universities lack effective and systematic policy incentive and restraint mechanism related to teaching, so it is difficult to strictly guarantee teaching quality and promote teaching enthusiasm. Colleges and universities have insufficient incentives for teachers with remarkable teaching achievements, and reward teachers with outstanding academic achievements and scientific research achievements. However, the small number of teachers with outstanding scientific research achievements and large competition make it easier for university teachers to tilt the work center to scientific research, thus ignoring teaching work. The lack of material treatment guarantee, the lack of fairness in some teaching and research management of universities and their management, and the lack of timely effectiveness of teaching auxiliary services for teachers all directly lead to the loss of enthusiasm for teaching work, resulting in the decline of teaching quality. In terms of student management, colleges and universities have many incentive policies, such as various academic scholarships, off-campus scholarships, activity awards and so on. Most students can get the honors they deserve in their college career. However, it is precisely because of this, many students focus on extracurricular practice, excessively participate in various club activities, and even skip classes to participate in associations and organize activities, and forget the original intention of being admitted to universities, wasting four years of study and wasting good youth time. The almost "doting" education mode for college students, and the "strict entry and wide out" education and assessment policy, have caused a bad atmosphere that students

cannot concentrate on study.

4. Suggestions on improving the teaching quality of colleges and universities in Nanjing

For colleges and universities, improving the quality of teaching should be the most important work. Only when students "succeed in learning", can colleges and universities truly export useful talents to the society and realize the value and significance of the existence of colleges and universities.

4.1 Improve students' main-body learning initiative

For college students, they are generally just out of high school, full of longing and curiosity for the new and rich college life, and just freed from the boring and high-pressure high school life, often difficult to control their own thoughts, which requires the correct guidance of colleges and teachers, education and management, reasonable guidance to college students to enter college life, and gradually improve their interest in learning.

4.1.1 Establish after-school communication channels and platforms between students and teachers

In addition to students of the same age, students contact the most, which is the teachers who teach them in class. The good relationship between students and teachers can often promote students' learning effect and teachers' enthusiasm for teaching. For colleges and universities, in the process of heavy teaching, they can build a message platform between teachers and students to promote the interaction between them. Students can provide teaching suggestions and suggestions, and schools can objectively respond to students' concerns and ideas, which can enable schools and teachers to timely understand the problems existing in the teaching process and the real needs of students, and make timely improvements. Specific and feasible schemes, such as the establishment of wechat, QQ, nail group, reasonable use of modern tools, improve the communication channels between teachers and students. Of course, we can also hold after-class q & A, lectures between teachers and students, salons and other projects, so as to promote the improvement of the relationship between teachers and students, but also enable teachers and teachers to better impart classroom theoretical knowledge to students through practice and knowledge expansion. By building a communication platform between teachers and students, the relationship between teachers and students can be improved, and students can gain a sense of attention, which can further improve their learning enthusiasm and participation in class, and also improve the recognition of teachers, thus effectively improving the quality of teaching.

4.1.2 Design a reasonable teaching evaluation system

The current teaching evaluation system, time and form cannot really solve the problem, cannot fundamentally change the teaching quality. Therefore, the designer of the teaching evaluation system should design the teaching evaluation program from the perspective of students. In the subject learning stage, implement the whole process teaching evaluation, so that students can put forward problems in time, and teachers can also find the deficiencies of the teaching process and improve them in time, so as to obtain better teaching results. In this way, students' needs are valued to enhance their learning initiative; for teachers, their teaching work is recognized and valued, which can further stimulate their teaching enthusiasm and potential. For teachers, students' feedback is often more able to reflect the substantive problems of their teaching work, and an effective feedback is even better than a carefully prepared teaching skills training. In addition, a reasonable

teaching evaluation system must also be able to give timely, open and transparent feedback to students on the results of the teaching evaluation through appropriate ways, so that students can understand the purpose of the teaching evaluation work and understand the important role of their own evaluation in the teaching work. Students will get the attention of the school and teachers due to their own opinions, and more actively correct the attitude of learning and teaching evaluation. For students, teachers and the school, it is a virtuous circle, which can greatly promote the improvement of education quality.

4.1.3 Strengthen the academic control of students

The "strict entry and wide exit" of students' studies is the most important reason for students unable to correct their learning attitude. Therefore, for universities and teachers, we must strictly control the control of college students' study, which can force students to correct their learning attitude, truly learn professional knowledge, and become useful talents to the society. For teachers, it is necessary to strengthen the management of the classroom process and pay close attention to the teaching quality. For teachers, the effective methods to promote students' learning are mainly the following types: organizing teaching, reviewing and asking questions, consolidating exercises, classroom summary and reasonable assignment of homework. For teachers, timely introduction of new courses and timely updating of course content is also an effective way to promote students' learning. For colleges and universities, the implementation of the "strict entry and strict exit" teaching program can force students to correct their attitude towards learning and complete their studies seriously. First of all, students should not only implement the final assessment, but also be interspersed with phased assessment in daily learning, so that students can always remember the goal of learning. Secondly, in the final assessment and liquidation, not by the final results of the students' learning results, but according to the usual classroom performance, the completion of course homework, phased assessment results, which can effectively prevent cheating, but also lose justice, can better promote students to correct learning attitude. Finally, a strict incentive and punishment system should be implemented for the results of the academic assessment, to encourage students to strive for progress, seek knowledge and forge ahead, and fundamentally improve the quality of teaching.

4.2 Enhance teachers' enthusiasm for teaching

College teachers are the direct providers of teaching activities, and their teaching ability and level often determine the teaching quality. For teachers, the improvement of teaching quality is not only related to teachers' experience, but also the enthusiasm of teaching is the most directly affecting the improvement speed of teachers' teaching level. Therefore, how to effectively improve the teaching enthusiasm of teachers is the most key factor to improve the teaching quality of teachers.

4.2.1 Establish an effective teacher training mechanism

For teachers, their teaching ability directly affects the teaching quality of colleges and universities. The acquisition of teaching ability is not only necessary to obtain feedback from students, but also necessary to acquire the most direct skills and experience through learning and training. Therefore, colleges and universities should create communication and communication platform between teachers, between the school, build good academic exchange atmosphere and platform, through the view teacher, lecture training, education teaching basic training, teacher salon, education BBS and other activities, promote mutual learning and communication between teachers, form a good academic atmosphere. Only by strengthening the training and education of teachers can

we comprehensively improve their teaching ability and quality [13~20].

For colleges and universities, by establishing the cooperative relationship between colleges and universities and providing long-term effective channels for virus teachers' education can effectively broaden the scope of teachers' education and further improve their teaching ability. Of course, colleges and universities should also provide opportunities for teachers to study abroad, so that they can have the opportunity to conduct effective academic exchanges, carry out scientific research, and learn advanced teaching methods. In addition, through the establishment of a reasonable teacher training mechanism, teachers are required to timely summarize and report the training teaching, on the one hand, increase the training effect, on the other hand, teachers who have no opportunity to train can timely understand the updated information, timely grasp the latest skills, and timely improve the teaching quality. Of course, for teachers themselves, they should take the initiative to learn from senior and excellent teachers and improve their basic teaching skills, and teachers should communicate their teaching experience in time, to improve the teaching quality in a long-term sense. In the teaching process, teachers should actively communicate with students, understand students demand, summarizes the teaching deficiencies and problems, such as actively responsible for the course questionnaire survey, organize after class, teachers and students exchange salon, understand the students' ideological status and learning needs, timely improve the teaching method, optimize the teaching content, improve, promote the relationship between teachers and students, improve the teaching efficiency and quality.

4.2.2 Provide a two-way development platform for teachers

At present, with the expansion of colleges and universities, the university teachers' teaching task more and more heavy, under the premise of national education, to ensure the completion of the course content and coherence, for college teachers, very difficult, under this premise, also distraction to scientific research, for college teachers, often difficult to both. In addition, the importance of colleges and universities to scientific research and the neglect of teaching work is the main reason for teachers to attach more to scientific research than teaching and fail to quickly improve their teaching ability, which is also the direct reason for the low teaching quality in colleges and universities. Therefore, it is urgent for universities to establish a reasonable teacher development and promotion system to provide a two-way development platform for teachers, so that teachers with strong scientific research ability can develop in the direction of scientific research, and teachers with excellent teaching ability can focus on teaching work, so as to cultivate more professional talents and create more social value for the country. Of course, the investment and reward in scientific research and teaching funds should also be fair and just. Only on the premise of ensuring teachers' life without worries, can we enhance teachers' teaching enthusiasm and ensure their smooth development in the correct and suitable for their own development path.

4.3 Establish a reasonable management system and optimize the management policies

To improve the teaching quality of colleges and universities, we should not simply start with the student management or teacher system management, but need comprehensive treatment. Start from all aspects of colleges and universities, and establish appropriate management systems and policies according to the specific situation and professional characteristics of colleges and universities.

4.3.1 Establish a reasonable management system

For colleges and universities, the establishment of a scientific and systematic management system includes not only the academic management of students' studies, but also the systematic planning and management of teachers. For the daily management of colleges and universities, it is

also necessary to implement appropriate management plans according to the specific situation of colleges and universities. Colleges and universities should follow the principles of their students, teachers and the management of daily things through process management and multi-party management to ensure the fairness and impartiality of management. Of course, colleges and universities should also communicate and learn with external enterprises in a timely manner, master the latest knowledge of the management system, constantly optimize the internal management and control procedures, better and faster build a communication platform for students, teachers and schools, and effectively start from the three parties to improve the teaching quality.

4.3.2 Optimize the management system

For colleges and universities, it is necessary to set up the correct guiding ideology, break the obstacles in system and policy, analyze and study the factors of teaching quality, implement comprehensive quality management, comprehensively consider many factors of the concept level, basic level and process level, and explore the deep relationship between them in practice ^[20-23]. Research shows that teachers are more inclined to rely on the discipline construction platform to form or join teams, and cooperate to jointly promote professional development and improve professional skills and level ^[7]. Therefore, for colleges and universities, we should actively promote the construction of the teaching team system. For colleges and universities, due to the particularity of their members, their relevant systems often have some bias and unfairness. Therefore, colleges and universities must clear their own development goals, according to the professional characteristics to establish and improve the relevant system, establish security, incentive management system, for teachers to provide sufficient training funds, policy to encourage teachers and students to participate in scientific research and teaching activities, increase teachers, students' sense of belonging, build conforms to the law of teacher growth selection and incentive system, starting from two aspects of students and teachers, build a harmonious learning atmosphere, effectively improve the teaching quality.

5. Conclusion

The improvement of teaching quality in colleges and universities is inseparable from the joint action of students, teachers and colleges and universities. This paper analyzes the current situation and existing problems of teaching quality in colleges and universities in Nanjing, and puts forward corresponding suggestions from students, teachers and colleges and universities, hoping to provide certain guidance for the teaching activities of colleges and universities in Nanjing and other regions. Through the analysis and investigation, this paper puts forward the following improvement suggestions:

5.1 Students

Through the establishment of after-school communication channels and platforms between students and teachers and the design of reasonable student evaluation system, students can truly participate in teaching activities and strengthen the control of students' studies, so as to effectively improve the learning initiative of students and fundamentally improve the teaching quality;

5.2 Teacher

Colleges and universities can directly improve teaching quality by establishing effective teacher training mechanism and two-way development platform of scientific research and teaching, so as to do a good job in teachers' career planning, solve teachers' development problems, and promote

teachers' teaching enthusiasm.

5.3 Colleges and universities

Only by clarifying the guiding ideology of running colleges and universities, according to the professional characteristics of colleges and universities, establishing the management system in line with the development of colleges and universities, and ensuring that teachers "teach well" and students "learn well", can we effectively improve the teaching quality of colleges and universities and ensure that colleges and universities provide truly useful talents for the society. The improvement of teaching quality in colleges and universities is a long-term and dynamic goal and pursuit, which requires the continuous efforts and exploration of generations of educators, so as to continuously export useful talents to the society and realize the continuous transmission of knowledge.

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