

# Some Principles of College Education in “Promoting Teaching Quality with Supervision”

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**Abstract:** Presently, the method of “promoting teaching quality with supervision” has been widely used as an effective measure to improve the teaching quality of college education. Aiming at some contradictions and problems in this practice, this article makes a detailed analysis of the two parties in teaching supervision, and elaborates some principles that should be emphasized in particular.

**Keywords:** Teaching Quality; Teaching Supervision; Promoting Teaching Quality with Supervision

## 1. Introduction

Presently, all the military academies are focusing on the improvement of teaching quality in the classroom. As a result, various teaching supervision teams are established to promote and help teachers achieve this purpose. However, in the real practice, some remarks about the uselessness or counteraction of supervision can frequently be heard among teachers. What are the reasons of such a phenomenon? On the one hand, the supervisors may have too much misgiving in supervisions. They are sometimes afraid of making others angry. Therefore, they seldom point out the real problem in teaching or provide a serious remark. Instead, they just single out the merits to praise or make no comments at all, which is helpless to the improvement of supervisee. On the other hand, some supervisees have emotional conflicts to supervisors. They don't agree with the supervisors' opinions, regard the supervisor as a layman, or consider the supervisors inferior to themselves. As a result, they cannot have a good communication with the supervisors. Then, how can we really promote the teaching quality with supervision? In the author's view, the following principles are of great importance.

## 2. Strict Selection of Supervisors

As is known to all, the role of supervisor is crucial in the process of promoting teaching quality with supervision. A qualified supervisor can provide teachers with proper instructions in teaching method, content, plan and effect, so as to help them promote the teaching quality and competency directly and quickly without making too many mistakes. Therefore, the selected supervisor must be one that possesses both ability and moral integrity. On the one hand, the supervisor must be of strong capability himself/herself, not only in the advancement of his/her

own major, but also in observation, judgment, instruction and the control of classroom. On the other hand, the supervisor must be of great moral integrity and be serious to the job without any selfishness. To be responsible for the college, the students and the teachers, he/she should take a just and fair attitude to every teacher and every class. In a word, the supervisor should be selected from the widely-recognized and experienced senior teachers instead of being appointed directly by leaders.

## 3. Good Understanding of Subject Features

A good case in point happened to a young teacher when several supervisors came to supervise him at the same time in a class. After the class, the young teacher asked politely for advice from every supervisor. To his great disappointment, different supervisor provides him with quite different and even conflicting ideas, which made him puzzled and at a loss. From this point of view, the supervision should firstly rely on different subjects. In the real practice, the teaching of arts, science and engineering all have their respective features and cannot be treated in the same way. The main supervisor of a course must be first of all an expert in this field, or a tutor that has some related research experience in this field. Only in this way can the instructions and comments of supervisors be more reasonable, powerful and persuasive.

## 4. Impartial, Timely and Transparent Supervision

Supervisors must have a strong sense of responsibility and honor as the job is both a task and a glory. They are selected from the whole staff and the selection itself is recognition of their achievement, so they must hold a correct attitude to this task. They should be strict with the supervisee no matter who he/she is. Teaching is serious,

so is the supervision. Only in this strict way, can they effectively help and promote the teaching quality of supervisees. Meanwhile, supervisors should make a timely communication with the supervisee right after the class, because as time goes by, both the supervisor and supervisee may gradually forget the details of the class, which will definitely affect the effectiveness of the supervision. During the communication, the supervisor should point out the deficiency of the supervisee objectively and put forward suggestions and advice. While the supervisee should politely express his/her own ideas and discuss with the supervisor modestly, so as to well realize the purpose of “promoting teaching quality with supervision”.

### **5. Regarding Students as Supervisors**

As the teaching object, students are both the beneficiary and supervisor of the teaching quality improvement. As the old saying goes, “If three of us are walking together, at least one of the other two is good enough to be my teacher.” Teachers may sometimes be affected by the text book or reference material, and have their minds limited, while students may have free imaginations and put forward some problems unexpectedly. Therefore, teachers shouldn't neglect the intelligence and capability of students. During the process of teaching quality improvement, teachers should not only prepare for the class, but also prepare for the students, communicating more with them in and after class, listening to their opinions and suggestions, and regarding them as supervisors as well. “Learning from teaching and teaching from learning” is an effective way to improve our teaching quality steadily and gradually.

### **6. System is the Guarantee**

The teaching quality can not be improved overnight, but is a gradual and steady way with large amount of expe-

rience and lessons got from the real practice. Therefore, an effective, continuous and long-term system must be established to guarantee the supervision. As the practice of “promoting teaching quality with supervision” is an interactive process, a reasonable and effective system can greatly inspire the enthusiasm, initiative and creativity of both parties in supervision. A rewarding system should be built for excellent teachers to inspire them to fight for a higher aim, and at the same time, a training system should also be set up for the relatively backward ones to promote them to improve the teaching quality. As for the supervisors, a reward and punishment system as well as a supervising system are also necessary to further improve their senses of honor and responsibility, so as to eliminate the score with relationship and friendship, and to guarantee the fairness, justice, publicity and effectiveness of supervision.

As is shown in many cases, the method of “promoting teaching quality with supervision” is an effective measure to improve the teaching quality of college education. The so-called uselessness and counteraction of supervision are just individual cases, and are caused by some objective factors. According to the author, the above principles are of great importance to the work of supervision, and can effectively improve the teaching methods and measures of teachers and promote the teaching quality of college education.

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