



Educational Management Mechanism in Chinese High Schools¹

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ABSTRACT:

Teaching management is an important part of school management activities, is an important way to achieve the goal of school education, but also the basis of the normal operation of school teaching, it can be said that the quality of teaching management directly affects the development of school education. High school is the last ladder for students to enter higher education. Constantly optimizing the teaching management mechanism of high school is the guarantee of improving the quality of education and education. Comprehensive quality evaluation meets the needs of the quality education reform in China, introduced into the high school teaching management, through the comprehensive quality management of teaching, can continuously optimize the high school teaching management mechanism, break under the exam-oriented education with graduation rates, a rate performance index as the only criterion, promote the further development of high school education. This paper discusses the teaching management mechanism of ordinary high school with comprehensive quality evaluation.

Keywords: Comprehensive Quality Evaluation, Ordinary High School

Introduction

High school education is an important part of quality education in our country, but under the influence of exam-oriented education, many schools value is students' grades, in order to let the students admitted to two, a concept, the implementation of "one size fits all" is teaching, mandatory students must strictly in accordance with the school requirements, teachers to learn, ignoring the students' physical and mental health development, which seriously affect the all-round development of students (Bruscia, 2015). In this regard, ordinary high schools need to re-examine the teaching management work, and constantly improve and perfect the teaching management mechanism (Hosterman, 1992). In recent years, the comprehensive quality evaluation has begun to enter the educational circle and plays an important role in measuring the quality of school running. The comprehensive quality evaluation emphasizes the development of students' emotional intelligence and IQ, which requires students' thinking ability and practical ability to be exercised (Jumpeter, 1985). The comprehensive quality evaluation breaks through the shackles of the existing exam-oriented education management and adds more quality-oriented education elements. Ordinary high schools should actively introduce the comprehensive quality evaluation system, so as to continuously improve the teaching management mechanism and improve the effectiveness of teaching management (Hosterman, 1992).

Overview of the comprehensive quality assessment

Comprehensive quality evaluation is a management activity and means to evaluate the management object in a more comprehensive and scientific way, and find out the problems existing in the management object, and put forward coping strategies. As early as the 1990s, our education circle introduced comprehensive quality evaluation. Education is an important way to cultivate talents (Hosterman, 1992). Education and teaching activities are not one-way indoctrination of knowledge, but to awaken people's inner potential (Buell, 1999). Compared with the comprehensive quality evaluation theory, in education and teaching management, educators need to evaluate the various contents and objectives of teaching together, not only taking into account the students' knowledge mastery level, but also considering the students' ability in all aspects and the physical and mental health development. The comprehensive quality evaluation meets the requirements of quality education reform in China, which not only breaks through the disadvantages of the existing exam-oriented education, but also takes into account the development of students at other levels, which is conducive to cultivating talents with both knowledge and innovative spirit and ability (Hosterman, 1992).

Problems Existing in the Teaching Management Mechanism of Ordinary High Schools

In the teaching management of ordinary high schools, there is a general utilitarian phenomenon, mainly manifested in the curriculum arrangement and student equivalence. From the perspective of curriculum, high school curriculum is more, and time is only, the school is mostly in accordance with the requirements of the course for the college entrance examination, the college entrance examination examiner course time more, and similar sports,

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information technology, music course class is very little, and in the specific teaching, physical education, information technology, music courses also occupied by other main course (Burns, 2001). From the point of view of students' treatment, under the influence of exam-oriented education, teachers tend to treat students with good grades and obedient students, and treat poor students freely. In this case, the phenomenon of "polarization" is becoming more and more serious.(Jumpeter,1985)

High school is the last stage for students to enter higher education. It can be said that the time for high school is very urgent. In order to get students admitted to their ideal universities, students are often educated through a "one-size-fits-all" education method. On the one hand, some teachers in order to complete their teaching tasks, in specific teaching, not only requires students to do more exercises, find more extracurricular resources to review, squeeze the students extracurricular time, so that students have no time to do other operations, on the other hand, between individual students, in the specific teaching, teachers can not combine students' individual differences to stratified teaching, can only ask students to learn through a "one-size-fits-all" way, this education is not only not conducive to students' strengths to display, but also constrained the creative development of students(Hosterman,1992).

Teaching management is a systematic work, involving a very wide range of contents, which also requires schools to establish a set of perfect management system. But for now ordinary high school teaching management is still follow the traditional teaching management system, teaching management system is not keep pace with The Times, many of the system is rigid, too much attention to uniform, do not pay attention to personality, flexibility, operability is not high, under the rigid system constraints, will hurt the initiative of teachers, suppress the creativity of teachers, restricting the development of students. In addition, the focus of current teaching management is still students' performance, which also leads to the formulation of all management systems in the school to restrain students' learning, and the management of students' physical and mental health and life is once missing, so as to guide students' all-round development.

In order to promote the implementation of the comprehensive quality evaluation of school teaching, it is necessary to establish a perfect comprehensive quality management information system(Hosterman,1992). However, at present, the information level of teaching management in ordinary high schools is not high, and the information transmission is usually one-way, so that it is difficult to timely carry out rapid feedback when there are problems in the specific teaching management, thus losing the best improvement practice. There is, the information system construction is not perfect, many work needs to be handled by teachers, to a certain extent increase the work pressure and burden of teachers, and in the heavy work pressure, teachers' enthusiasm will be frustrated, and then affect the quality of teaching management.

Teaching Management of Regular High Schools under the Comprehensive Quality Evaluation

Comprehensive quality evaluation has the characteristics of whole-process management, full participation, prevention and so on. It well caters to the needs of teaching management in ordinary high schools and makes up for the deficiencies of school teaching management. In teaching management, according to the theory of comprehensive quality evaluation, the school can conduct comprehensive guidance and management to students' knowledge, ability and quality, so as to guide students to develop in an all-round way. Based on the comprehensive quality evaluation, teachers need to further improve the teaching management mechanism and improve the effectiveness of teaching management(Jumpeter,1985).

With the promotion of quality education reform, schools should not only pay attention to students' knowledge education, but also pay attention to the cultivation of students' ability and the development of physical and mental health. Based on the theory of comprehensive quality evaluation, the school needs to comprehensively consider the various factors affecting the overall development of students, and constantly improve the teaching management mechanism based on this(Hosterman,1992). Therefore, the school needs to combine the comprehensive quality evaluation theory and clarify the teaching management objectives.first, Schools need to pay attention to students' knowledge education, Clear on the teaching objectives, What requirements are required in the process of learning the knowledge of each subject, To urge students to learn according to the teaching requirements; next, Do a good job in students' mental health education, Not only do schools offer mental health courses, Establish a psychological counseling platform, And teachers also need to effectively implement mental health education in specific teaching, To guide students' mental health and development; moreover, In the evaluation, For the evaluation of the students, Student performance should not be considered as the sole indicator, Need to comprehensively consider the students' moral character, psychological, emotional and other aspects, Dig into the students from multiple angles, And then stimulate the students' enthusiasm for learning.

Under the theory of comprehensive quality evaluation, schools need to evaluate students from multiple levels to guide students to their all-round development (Bruscia, 2002). In view of this, in the teaching management, teachers need to actively change their ideas, from the past "look at the results", "look at the performance" to the comprehensive development change (Bruscia, 2000). First of all, the school needs to actively practice the concept of comprehensive quality management. In the specific teaching management, it should focus only students' learning, but also life management and psychological guidance(Hosterman,1992); secondly, the school, establish the people-oriented management concept, strengthen humanistic care in education and teaching management, give some care and help to teachers, listen to their opinions and opinions, and constantly improve the teaching management; for the students, the school administrators should establish a good image in the hearts of students and pay more attention to students. In addition, schools need to establish the concept of service, education and teaching management is to serve education and teaching, managers should establish the concept of service, take the initiative to invest in education and teaching management, with a professional attitude to refuse the problems in education and teaching(Hosterman,1992).

Create a Cultural Atmosphere for Continuous Improvement of Quality Management

Teaching management is an important means to improve the quality of teaching, and in order to comprehensively improve the quality of teaching management in ordinary high schools, we need the support of quality management culture. A good and quality management culture can effectively connect all parts of the school and enhance the cohesion and combat effectiveness of the school. First of all, the school needs to increase publicity,

guide students to understand the position of high school, and guide them to establish correct values; secondly, the fundamental task of moral education, the school needs to carry out more activities outside class, encourage students to actively participate in these activities, to strengthen the communication of overall quality management, the school should strive to create continuously improved quality management culture atmosphere, to promote the overall quality management of school education with excellent culture.

Establish a Sound Quality Management Information System

Based on the complexity of teaching management, in order to improve the quality of teaching management, schools should speed up the construction of information technology, establish a perfect quality management information system, and replace the traditional management mode by means of information technology. First, The school should combine its own reality, The introduction of advanced information technology equipment, During the effective contact with all departments and departments of the school, Establish a unified information system, So that the relevant information in the teaching management process can be quickly circulated, Then improve the efficiency of teaching management; next, Combined with the needs of teaching management, Schools need to make good use of information technology, Establish targeted management modules, Such as the student management module, the teaching management module, etc., Carry out the corresponding work by modules; moreover, Schools can use information platforms, Personalized management of students, For example, when students make mistakes while in school, Through the information technology platform, Teachers can communicate one-on-one with students, Targeted education for the students, This approach balances the students' self-esteem very well, Can let the students speak freely, So as to improve the quality of management. It is worth noting that in the process of promoting information management, schools need to pay attention to information security management to avoid the theft of important information in the quality management information system(Hund,2014).

Innovation of Teaching Management System

Based on the importance of teaching management, schools should build a matching management system, restrain and standardize the education and teaching management with the system, and promote the standardized and scientific development of education and teaching work. Firstly, the school should make clear education and teaching management system for education and teaching from the system level; secondly, establish a perfect teaching quality monitoring mechanism to supervise education and teaching work effectively and ensure the smooth progress of education and teaching work; moreover, improve the responsibility system to implement the education and teaching work to each teacher, so as to effectively play the role of teacher guide, organizer and practitioner (Brooks, 2000). In addition to the implementation of the responsibility mechanism, the school should also establish an effective incentive mechanism to stimulate the work enthusiasm and initiative of the staff through a variety of incentive measures, to promote them to take the initiative into the work. In addition, the school needs to improve the evaluation system. In the evaluation of education and teaching activities, students should participate in it and listen to students' opinions and suggestions extensively, so as to continuously improve the education and teaching work and promote the efficient realization of education and teaching objectives.

Teaching Students According to Their Aptitude and Targeted Management

Teaching management is an indispensable link of school education. Effective teaching management is conducive to the efficient realization of school education goals and the all-round development of students(Hund,2014).However, in the teaching management, teachers need to take into account the individual differences between students, and do a good job in teaching students according to their aptitude and targeted management. First, For students with different foundations and different interests, Schools and teachers should give different degrees of care, Especially those who are weak and lazy, Schools and teachers should communicate with them more, Give more help and care, Help them build up their confidence; next, In the specific teaching process, Teachers should be stratified home occasionally, For different levels of students, Design of different course tasks, Thus taking into account the common development of all students; moreover, Schools can set up interest classes and cram schools, Additional teaching for students with a good and poor foundation, For example, to open interest classes, Students with their characteristics can give full play to their strengths; Such as cram schools, Students with poor foundation can be found to fill the gaps to consolidate the foundation. In addition, in the management of students, the school and teachers should not only focus on students' learning, but also pay attention to students' life, physical and mental health, give certain help to students with living difficulties, give targeted psychological education to students with psychological problems, so as to guide them to grow up actively and healthily(Hosterman,1992).

Conclusion

To sum up, ordinary high school is a part of China's education system. The purpose of high school education is not only to teach students knowledge, but also to let students learn to be a man and guide students to healthy physical and mental development. However, due to the influence of traditional teaching concepts, there are many problems in the teaching management mechanism of ordinary high schools in China, and it is difficult to play the real role of teaching management. Comprehensive quality evaluation is a new management concept and way, which meets the needs of teaching management in ordinary high schools. Under the guidance of the theory of comprehensive quality evaluation, schools should combine their own reality, constantly improve the teaching management content, improve the teaching management mechanism, and constantly improve the quality of teaching management, so as to promote the further development of quality education in China.

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