

# Research on the Current Situation of Undergraduate Teaching Quality under the Background of Double First-Class Education

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**Abstract:** With the promotion of "double first-class" construction, the quality of undergraduate teaching has become an important focus in the development of higher education. This paper aims to discuss the current situation of undergraduate teaching quality in China under the background of double first-class, analyze the existing problems and causes, and put forward corresponding countermeasures and suggestions. First, we can understand the current situation and deficiency of the research on undergraduate teaching quality at home and abroad. Then, the data collection and analysis methods are adopted to conduct an in-depth analysis of the teaching resources, teachers, teaching content and methods, students' learning status and teaching management. The research results show that although China's double first-class construction universities have made some achievements in the allocation of teaching resources and the construction of teaching staff, there are still problems of insufficient teaching resources, unstable teaching staff, single teaching methods and students' learning enthusiasm. In this regard, this paper puts forward the countermeasures and suggestions such as optimizing the allocation of teaching resources, strengthening the construction of teachers, innovating teaching methods, improving students' learning enthusiasm and improving the management system, in order to improve the quality of undergraduate teaching and promote the construction of double first-class.

**Keywords:** Double First-Class, Undergraduate Teaching Quality, Current Situation Analysis, Countermeasures and Suggestions.

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## 1. Introduction

With the promotion of "double first-class" construction, the quality of undergraduate teaching has become an important focus in the development of higher education. It is of great significance to study the undergraduate teaching quality to improve the overall level of higher education and cultivate high-quality talents. Under the background of double first-class, the improvement of undergraduate teaching quality has become the core of the competition among universities. However, there are still some problems in the current undergraduate teaching quality, such as insufficient teaching resources, unstable teaching staff, and single teaching methods. Therefore, this study will conduct a thorough analysis of these problems and explore solutions.

## 2. Review of the Literature

### 2.1. Research Status at Home and Abroad

In the domestic and foreign studies, the quality of undergraduate teaching has received wide attention. Since the "double first-class" construction was proposed, many scholars have conducted in-depth research on the quality of undergraduate teaching.

In international studies, the United States, The United Kingdom, Australia and other developed countries of undergraduate teaching quality research earlier and more mature. For example, American scholar Bescells proposed the "Teaching Excellence Program", which aims to improve the quality of undergraduate teaching. British scholars pay attention to the combination of teaching and research, and put forward the concept of "research-oriented teaching". Australia has implemented a "teaching quality assessment system" to improve the quality of undergraduate teaching.

In domestic research, in recent years, with the promotion of "double first-class" construction, the quality of undergraduate teaching has become a research hotspot. The researchers discussed the quality of undergraduate teaching from different perspectives. On the one hand, we should pay attention to teaching resources and allocation, such as optimizing the curriculum system and improving the teaching level of experimental practice. On the other hand, pay attention to teachers, such as improving the overall quality of teachers and strengthening teacher training. In addition, some research focuses on the innovation of teaching content and methods, such as the introduction of information technology and the reform of the teaching evaluation system. However, some deficiencies still exist in the current study. First of all, most of the research stays at the macro level and lacks an in-depth analysis of the teaching quality of specific universities. Secondly, the evaluation system for undergraduate teaching quality is not perfect, and most studies use subjective evaluation methods, but lack of objective data support. Finally, the research on undergraduate teaching quality under the background of "double first-class" is not sufficient and needs to be further discussed. Therefore, this study is based on the "double first-class" background, with the research object of undergraduate teaching quality, aiming to provide empirical data and theoretical support for this field [1].

### 2.2. Research Progress and Insufficiency

Under the background of "double first-class", the quality of undergraduate teaching in Chinese universities has been widely concerned and studied. In recent years, researchers have deeply discussed the quality of undergraduate teaching from different perspectives and achieved some results. However, there are still some shortcomings in the current

study.

First, most of the existing studies focus on the overall teaching quality, while the analysis of specific influencing factors is not deep enough. Although existing studies have shown that teaching resources, teachers, teaching content and methods, students' learning status and teaching management all have a significant impact on undergraduate teaching quality, these studies often stay at the level of phenomenon description and lack of discussion on the internal connection and action mechanism of influencing factors. Secondly, the evaluation system of undergraduate teaching quality has not yet formed a unified standard. The different evaluation indicators and methods used in the existing studies make it difficult to compare and verify the research results effectively. Therefore, it is urgent to establish a scientific, reasonable and universal undergraduate teaching evaluation system quality [2]. In addition, although some studies have focused on the importance of teaching staff, the specific countermeasures and suggestions for the construction of teaching staff are still not rich enough. In the construction of 'double first-class', the stability, professional quality and internationalization level of the teaching staff are the key to improve the teaching quality. Therefore, the future research should pay more attention to the construction of teachers, and provide more targeted policy suggestions for colleges and universities. Finally, the improvement of undergraduate teaching quality is a systematic project, which requires the joint efforts of the government, universities, enterprises and all sectors of society. The existing research mostly starts from the perspective of internal management of universities, and pays less attention to the influence of external factors such as government policies and industry needs on teaching quality. In the future research, we should broaden our horizon and explore the effective ways of multi-party collaborative education.

### **3. Research Methods and Data Sources**

#### **3.1. Study Methods**

##### **3.1.1. Data Collection Method**

In order to fully understand and assess the current situation of undergraduate teaching quality in the double first-class background, we adopted multiple data collection methods to ensure the objectivity, accuracy and comprehensiveness of the data [3].

We have collected a large number of theoretical and empirical studies related to undergraduate teaching quality through literature research, including the research results of domestic and foreign scholars, as well as the discussion on undergraduate teaching quality under the background of double first-class construction. These literature data provide us with theoretical basis and research reference. Secondly, we adopted the questionnaire survey method and distributed a large number of questionnaires to teachers and students of double first-class universities, covering students of different majors, different grades and teachers with different titles. Through the questionnaire survey, we collected the opinions and suggestions of teachers and students' satisfaction with teaching quality, teaching resource allocation, teachers, teaching content and methods, students' learning status and other aspects. In addition, we also used the interview method and conducted in-depth interviews with some teachers and students to understand their views and expectations on the quality of undergraduate teaching. Through the interviews,

we obtained richer and in-depth qualitative data, which helped us to analyze the current situation [4] of undergraduate teaching quality from different perspectives and levels. In order to ensure the quality of data collection, we strictly abide by the standards for the design and implementation of the questionnaire during the survey process to ensure that the questionnaire is scientific and effective. At the same time, we gave full consideration to the selection of the interviewees to ensure the representativeness of the interviewees and the authenticity of the interview content.

##### **3.1.2. Data Analysis Method**

Descriptive statistical analysis was used to provide a basic statistical description of the collected data, including calculating the mean and standard deviation of each variable, so as to understand the overall status of each indicator. Secondly, in order to explore the influence of different factors on undergraduate teaching quality, the correlation analysis method was used in this study. By calculating the correlation coefficient between each variable, such as the Pearson correlation coefficient, the degree of correlation between each factor can be preliminarily judged [5]. Further, to reveal the causal relationship between the variables, the regression analysis method was used in this study. By constructing multiple linear regression models, we can analyze the influence of independent variables on the dependent variable and test the significance level of each variable. Furthermore, to more accurately assess teaching quality and student satisfaction, factor analysis was also used to generalize several indicators into several representative factors to facilitate better understanding and interpretation of data. In addition, this study also used cluster analysis to classify the samples into different categories to facilitate the analysis of differences in teaching quality between different categories. At the same time, through the comparative analysis method, the teaching quality of double first-class universities and other universities can be compared to reveal the influence of double first-class construction on the undergraduate teaching quality.

#### **3.2. Data Sources**

The data sources of this study mainly include three aspects: the relevant reports and statistical data issued by the Ministry of Education and universities in China, such as the Quality Report of Higher Education in China and the Statistical Report of Higher Education Development; the primary teaching status data collected through network surveys, questionnaires, interviews, which mainly involve the perception and evaluation of teaching quality by teachers, students and teaching administrators; the relevant research results at home and abroad, such as academic journal papers, conference papers and monographs, to obtain a comprehensive understanding of the current situation of undergraduate teaching quality.

By consulting the reports and statistical data released by the Ministry of Education and colleges and universities, we can understand the development status and policy orientation of higher education in China, as well as the basic situation of teaching resources allocation, teaching staff, teaching management and other aspects of colleges and universities. These official data have high authority and credibility, which provides macro-level data support for this study. Secondly, in order to have a deeper understanding of the current situation of undergraduate teaching quality, this study collected first-hand data through network survey, questionnaire survey, interview and other methods. The network survey mainly

focuses on students and alumni, understand their evaluation of teaching quality, curriculum, faculty, learning environment and other aspects; the questionnaire survey mainly focuses on teachers and managers, understand the difficulties, needs and views on teaching quality; the interview mainly focuses on school leaders, teachers, students and other groups, to discuss the various factors affecting teaching quality [6]. Finally, this study also refers to the relevant research results at home and abroad, such as academic journal papers, conference papers, monographs, etc. These research results provide theoretical basis and empirical data support for this study, and help to deepen the understanding of the current situation of undergraduate teaching quality.

## **4. Status Quo Analysis of Undergraduate Teaching Quality**

### **4.1. Teaching Resources and Allocation**

Teaching resources and allocation are one of the important factors to measure the undergraduate teaching quality. Teaching resources include teaching facilities, teaching materials, teachers and teaching funds, etc. In China, with the promotion of "double first-class" construction, colleges and universities have made some improvement in the allocation of teaching resources [7].

In terms of teaching facilities, most colleges and universities have relatively perfect teaching facilities, such as classrooms, laboratories, libraries and so on. At the same time, with the development of information technology, many colleges and universities have begun digital teaching, providing students with more learning resources and ways. Secondly, in terms of teaching materials, colleges and universities generally attach importance to the construction of teaching materials, choose high-quality teaching materials, and pay attention to the development of self-compiled teaching materials to meet the teaching needs. However, in terms of teachers, there are still some problems. Although the overall level of college teachers is relatively high, there are still some unstable factors, such as the unreasonable structure of teachers and the serious loss of teachers. In addition, in terms of teaching funds, although the government's investment in education is increasing year by year, there are still some problems of uneven fund distribution and low use efficiency.

### **4.2. Faculty Strength**

The overall level of teachers in China's universities has been constantly improving. With the promotion of the "double first-class" construction, colleges and universities have increased the introduction and training of talents, and teachers' academic level, teaching ability and international vision have been significantly improved. This will help to improve the quality of undergraduate teaching and cultivate more innovative and international competitive talents [8]. However, there are still some problems with the faculty staff. First of all, the structural problem of teachers in colleges and universities is more prominent. In some disciplines, especially the emerging interdisciplinary disciplines, the number and quality of the teaching staff are still inadequate. This has led to some impact on the undergraduate teaching quality in these subjects. Secondly, the instability of the faculty is also a problem. In recent years, the flow of teachers in colleges and universities has intensified, and the stability of the teaching staff has been challenged. This not only affects

the continuity of teaching, but also has a certain negative impact on the quality of teaching. In view of these problems, we need to take measures to strengthen the construction of teachers. On the one hand, colleges and universities should increase the introduction of talents, especially in the emerging interdisciplinary fields, to attract more high-level talents. At the same time, we should strengthen the training of the existing teachers and improve their teaching ability and academic level. On the other hand, attention should be paid to the stability of the teaching staff, and measures to improve the sense of belonging and satisfaction of teachers and reduce the teacher turnover rate by improving the salary and treatment, and optimizing the path of career development. In addition, international exchanges and cooperation among teachers need to be strengthened. By introducing high-quality foreign educational resources, supporting teachers in overseas academic exchanges and cooperative research, we will improve the international level of teachers. This will help to improve the quality of undergraduate teaching and cultivate more internationally competitive talents.

### **4.3. Teaching Content and Methods**

Teaching content and method are an important part of undergraduate teaching quality, which directly affects the cultivation of students' learning effect and comprehensive quality. Under the background of "double first-class", colleges and universities should pay attention to the reform and innovation of teaching content and methods to improve the quality of undergraduate teaching [9].

The teaching content should keep up with the development of The Times and the social needs, and pay attention to the combination of theory and practice. According to the social development trend and industry needs, colleges and universities should constantly optimize the curriculum system, update the teaching content, strengthen the interdisciplinary integration, and improve the students' comprehensive quality and innovation ability. At the same time, we should pay attention to cultivating students' international vision and global competitiveness, strengthen international teaching, introduce high-quality foreign teaching resources, and improve students' foreign language level. Secondly, the teaching methods should pay attention to heuristic and interactive teaching to stimulate students' interest and initiative in learning. Teachers should adopt a variety of teaching methods, such as classroom teaching, discussion, experiment, case analysis, etc., to guide students to actively think, ask questions and solve problems. At the same time, students are encouraged to participate in academic research, innovative practice and community activities, to cultivate students' practical ability and teamwork spirit. In addition, the teaching evaluation system should be constantly improved, with attention to process evaluation and diversified evaluation. Colleges and universities should establish a scientific evaluation index system to comprehensively measure the teaching quality and students' ability. Pay attention to students' learning process and growth progress, encourage students to improve constantly. At the same time, diversified evaluation methods, such as examination, examination, course papers, practical activities, etc., are adopted to comprehensively evaluate students' knowledge, ability and quality.

#### 4.4. Students' Learning Status

Under the background of "double first-class", the improvement of undergraduate teaching quality is inseparable from the in-depth analysis of students' learning status. At present, Chinese college students show the following characteristics.

First of all, the students' enthusiasm for learning has generally been improved. With the promotion of the "double first-class" construction, more and more students realize the importance of high-quality education resources, and they cherish the school time more, work hard to learn professional knowledge, and improve their comprehensive quality. In addition, college students also have a more clear plan for their future career development, which makes them have stronger goals and initiative in the learning process of [10]. Secondly, students' learning methods are gradually diversified. With the development of information technology, new teaching modes such as online learning and flipped classroom have gradually been welcomed by students. They are no longer limited to the traditional classroom teaching, but through a variety of ways to acquire knowledge, improve the learning effect. In addition, students communicate and interact with each other more frequently, and teamwork has become an important way of learning. However, there are also some problems in the learning status. First, some students study pressure, resulting in heavy psychological burden. Second, some students have not clear learning objectives and lack of interest in their major, resulting in lack of learning motivation. Third, some students rely too much on scientific and technological means in the learning process, and ignore the basic academic literacy cultivation.

#### 4.5. Teaching Management

Teaching management is one of the key links to ensure the undergraduate teaching quality. Under the background of "double first-class", the teaching management in colleges and universities is facing higher requirements and challenges. First of all, teaching management needs to adapt to the requirements of educational development in the new era, and aims at cultivating high-quality talents with innovative spirit and practical ability. Secondly, the teaching management should strengthen the supervision and evaluation of the teaching quality, and establish and improve the teaching quality assurance system. This includes regular teaching quality assessment, and timely feedback and rectification of the problems existing in the teaching process. At the same time, teaching management should also pay attention to teaching reform and innovation, promote the implementation of education and teaching reform projects, and improve the teaching level. In addition, teaching management should also pay attention to students' learning support and service, to provide students with a good learning environment and learning resources. This includes optimizing the curriculum and providing diverse teaching methods to meet students' personalized learning needs. At the same time, the teaching management should also strengthen the learning guidance for the students, improve the students' learning effect. In general, teaching management needs to be constantly innovated and improved under the background of "double first-class", so as to improve the quality of undergraduate teaching and cultivate more high-quality talents.

### 5. Existing Problems and Their Causes

#### 5.1. Lack of Teaching Resources

Teaching resources are an important basis to ensuring teaching quality. However, under the background of the current "double first-class" construction in China, the problem of insufficient teaching resources is still relatively prominent. First of all, in terms of hardware facilities, although the national investment in higher education has been increasing in recent years, many universities are still facing the situation of teaching sites, laboratories, libraries and other resources are in short supply. Especially in the laboratory and other practical teaching places, due to the limited number of equipment, it is often difficult to meet the needs of students for practical operation. Secondly, in terms of software resources, high-quality educational resources such as teaching materials, courseware and teaching cases are also relatively scarce. On the one hand, the compilation and updating of domestic textbooks is slow to keep pace with the development of the discipline, the excellent teaching cases and courseware are concentrated in a few universities with a low degree of resource sharing. In addition, although the network teaching resources are rich, but the quality is uneven, it is difficult to meet the needs of students of different disciplines and different levels.

The reasons for the lack of teaching resources are as follows: First, the scale of college enrollment in China is constantly expanding, and the growth rate of teaching resources is far less than the growth rate of the number of students. Second, the distribution of educational resources is uneven. Due to the geographical location, policy support and other factors, some universities are relatively rich in teaching resources, while some local universities and emerging universities are at a disadvantage. Third, the investment in education does not match the demand. Although the national investment in education is increasing year by year, compared with developed countries, the investment in education is still insufficient. Fourth, the utilization efficiency of educational resources is not high, some colleges and universities have idle resources, waste phenomenon [11].

#### 5.2. Unstable Teaching Staff

Under the background of "double first-class", the improvement of undergraduate teaching quality has become an important goal for the development of higher education. However, the instability of the current teaching staff has become one of the key factors restricting the improvement of undergraduate teaching quality.

First of all, the instability of teachers is reflected in the frequent flow of teachers. In the current situation of fierce competition in the higher education market, in order to improve their own strength, universities often hire excellent teachers through high salaries, which leads to the frequent flow of teacher resources. The frequent changes of teachers not only affect the continuity of teaching, but also make it difficult for teachers to invest enough energy in teaching research and curriculum construction. Secondly, the instability of the teaching staff is also reflected in the structure of the teaching staff. Due to the guidance of scientific research evaluation system, many teachers are more inclined to devote themselves to scientific research work, while the investment in teaching work is relatively insufficient. This structural imbalance leads to the increase of the teachers in the scientific research ability on the one hand, and on the other hand, the

proportion of teachers who are good at teaching decreases, thus affecting the quality of undergraduate teaching.

In addition, the instability of the teaching staff is also related to the career development channel of teachers. In the context of "double first-class" construction, the evaluation of teachers in colleges and universities focuses more on academic achievements, while ignoring the importance of teaching achievements. This makes some teachers who focus on teaching feel confused and frustrated in their career development, and then choose to leave the education industry or seek a more stable working environment [12].

### 5.3. Teaching Method is Single

Under the background of "double first-class", the improvement of undergraduate teaching quality has become an important issue in the development of higher education. However, a significant problem in the current teaching is that the teaching methods are too single. This singleness is mainly manifested in the following aspects.

Traditional didactic teaching is still in the dominant position. In this mode, teachers are the transmitters of knowledge, and students are the passive recipients. Although this approach helps students to acquire a lot of knowledge in a short period of time, it ignores their initiative and creativity. In the long run, students are easy to form dependence, and lack of the ability to think independently and solve problems. Secondly, the practical teaching links are insufficient. Current teaching methods often focus too much on the teaching of theoretical knowledge, while ignoring the importance of practical operation. As a result, students often feel helpless when facing practical problems. The lack of practical teaching not only limits the overall development of students' ability, but also makes teaching and the needs of society. Thirdly, the development of interactive teaching and personalized teaching is insufficient. In the current teaching methods, the interaction between teachers and students is less, and the cooperation between students is also limited. In addition, due to the large number of classes, it is often difficult for teachers to conduct personalized teaching according to the characteristics of each student, which is not conducive to the development of students' individual potential. In addition, modern educational technology is not widely used enough in teaching. While some schools have tried to use online platforms, online courses and other means, they have not yet become mainstream. This limits the diversification and innovation of teaching methods.

### 5.4. Students are Not Motivated in Learning

Under the background of "double first-class", the improvement of undergraduate teaching quality is an important goal of the development of universities. However, the students' low learning enthusiasm is one of the outstanding problems that affect the teaching quality [13].

There are many reasons for students' low enthusiasm for learning. First of all, with the development of society, students' values have changed, and more and more students focus on employment and career development, and their interest in academic research has weakened. This leads to students' lack of motivation and goals in the learning process, which affects their learning enthusiasm. Secondly, the current teaching methods in colleges and universities also need to be improved. Traditional teaching methods are often teacher-centered, and students passively accept knowledge, and lack

of active participation. This teaching method is easy to lead to students to feel tired of learning, lack of enthusiasm and initiative. In addition, the students' learning environment also needs to be improved. Under the background of exam-oriented education, students are under great pressure of study and have heavy academic burden. At the same time, some universities lack of teaching facilities and resources to meet the learning needs of students, which affects their learning enthusiasm.

### 5.5. Imperfect Management System

Under the background of "double first-class", the improvement of undergraduate teaching quality in China needs not only high-quality teaching resources, excellent teachers, innovative teaching content and methods, but also a perfect management system. At present, there are some problems in the management system of colleges and universities in China, which affect the improvement of undergraduate teaching quality to some extent.

The internal management system of colleges and universities is too administrative, which leads to the separation of teaching and scientific research work. In some colleges and universities, teachers are more troubled by the administrative tasks, and ignore the education and teaching work. This phenomenon affects the enthusiasm and creativity of teachers in the teaching process, and thus affects the teaching quality. Secondly, the evaluation and incentive mechanism of colleges and universities is not perfect. The current evaluation system pays too much attention to scientific research results, but gives relatively little evaluation on teaching work. This makes it difficult for teachers to balance between teaching and scientific research, leading to some teachers who pay more attention to scientific research and ignore teaching. In addition, the lack of incentive mechanism also makes teachers lack of sense of achievement in the teaching process, which further affects the teaching quality. Thirdly, the management and guidance of students' learning status are not in place. In some colleges and universities, students' learning enthusiasm is not high, lack of sufficient sense of responsibility and mission for their studies [14]. This is mainly because colleges and universities do not supervise and guide students' academic studies, which makes it difficult for students to form the ability and habit of independent learning.

## 6. Countermeasures and Suggestions

### 6.1. Optimize the Allocation of Teaching Resources

Optimizing the allocation of teaching resources is the key to improve the undergraduate teaching quality. At present, the distribution of teaching resources in China's universities is uneven, and high-quality resources are concentrated in a few universities, which limits the development of other universities to a certain extent. In order to change this situation, the government should increase the investment in teaching resources in universities, especially those with development potential. In addition, colleges and universities should carry out resource sharing, and realize the complementarity and sharing of high-quality teaching resources by establishing alliances.

In terms of teaching hardware facilities, colleges and universities should rationally allocate experimental

equipment and library resources according to their own characteristics and needs to meet students' learning and research needs. At the same time, colleges and universities should also pay attention to the optimization of teaching software resources, such as online courses and teaching platforms, to provide students with rich and diverse learning resources. In addition, colleges and universities should also pay attention to the optimization of teaching human resources. Teachers are the main body of teaching activities, and their quality and ability directly affect the quality of teaching. Therefore, colleges and universities should strengthen the construction of teachers to attract and cultivate a group of teachers with international vision and high level. At the same time, strengthen the training and assessment of the existing teachers to improve their teaching ability and level. Finally, colleges and universities should strengthen the cooperation with other colleges and universities, enterprises and the society to broaden the channels of teaching resources. Through the combination of industry, university and research, the resources of enterprises and society will be introduced into teaching to improve students' practical ability and innovative spirit. At the same time, colleges and universities should carry out exchanges and cooperation, share high-quality teaching resources, and improve the overall teaching quality.

## **6.2. Strengthen the Construction of the Teaching Staff**

Under the background of "double first-class", the improvement of undergraduate teaching quality has become the key to the development of universities. Among them, as the core link of teaching work, the construction of teaching staff has a decisive impact on the improvement of teaching quality. To strengthen the construction of teachers, we should first pay attention to the introduction and training of teachers. Colleges and universities should formulate preferential policies to attract high-level talents, and increase the training of young teachers to improve their teaching and scientific research ability [15]. In addition, to strengthen the construction of teachers, we should also pay attention to the professional title evaluation and incentive mechanism of teachers. We will improve the professional title evaluation system, incorporate teaching and scientific research performance into the evaluation indicators, and encourage teachers to pay attention to teaching reform and personnel training. At the same time, the incentive mechanism should be established and improved to reward the teachers who have made outstanding achievements in teaching and scientific research, so as to stimulate their enthusiasm for work. In addition, to strengthen the construction of teachers, we should also pay attention to the international training of teachers. Colleges and universities can encourage teachers to participate in international academic exchanges to improve their international vision and academic level. At the same time, the introduction of foreign excellent teachers, to carry out joint training programs, to enhance the international influence of China's undergraduate education.

## **6.3. Innovate Teaching Methods**

Traditional teaching methods still dominate undergraduate education to a large extent, and the teacher-centered and one-way knowledge indoctrination teaching mode can no longer meet the needs of modern society for talent training. Therefore, it is particularly urgent to promote the reform and

innovation of teaching methods.

New teaching modes such as flipped classroom and mixed teaching should be actively introduced, so that students can acquire knowledge through independent learning before class, and deepen their understanding through discussion and practice in class, so as to improve their ability of active learning and problem solving. Secondly, strengthen the practice teaching, through the experiment, practice, practical training and other links, let the students master the theoretical knowledge in practice, cultivate the students' practical ability and innovation ability. In addition, teaching methods such as project-based learning and research-based learning are promoted, and students are encouraged to participate in scientific research projects to cultivate students' scientific research literacy and teamwork ability. At the same time, make full use of modern information technology, promote the digitalization and networking of teaching resources, and provide students with rich and diverse learning resources and convenient learning channels. For example, online courses, virtual laboratories and other means are used to break the constraints of time and space and provide personalized learning experience. Moreover, teachers play a key role in the innovation of teaching methods. We should strengthen teacher training, improve their teaching ability and innovative consciousness, encourage teachers to explore and practice in teaching, and provide strong support for the innovation of teaching methods.

## **6.4. Improve Students' Learning Enthusiasm**

Under the background of "double first-class", improving the quality of undergraduate teaching is the key to the development of colleges and universities. Among them, improving students' learning enthusiasm is an important aspect to improve the teaching quality. The improvement of students' learning enthusiasm can not only enhance students' learning effect, but also improve their teaching quality.

Stimulate students' interest in learning is the key to improve students' learning enthusiasm. Colleges and universities should set up diversified and personalized courses according to students' interests and needs to stimulate students' interest in learning. At the same time, teachers should pay attention to heuristic teaching in teaching, guide students to think actively, and ask questions, and cultivate students' innovative spirit and critical thinking. Secondly, improving the incentive mechanism is also an important means to improve students' enthusiasm for learning. Colleges and universities should establish and improve the incentive mechanism of academic performance, scientific research achievements, social service and other aspects to encourage students to develop in an all-round way. In addition, outstanding students can also be awarded through scholarships and honorary certificates to stimulate their learning enthusiasm. Thirdly, strengthening mental health education and service is also an important measure to improve students' enthusiasm for learning. Colleges and universities should pay close attention to students' mental health, provide professional psychological counseling services, and help students to solve their psychological problems, so as to promote their all-round development. Finally, creating a good learning atmosphere is the premise of improving students' learning enthusiasm. Colleges and universities should strengthen the construction of campus culture, hold various academic and cultural activities, and create a positive learning atmosphere. At the same time, teachers should pay attention to the individual

differences of students, respect students' personality development, create a harmonious teacher-student relationship, so that students learn in a relaxed and happy environment.

## 6.5. Improve the Management System

Under the background of "double first-class", the improvement of undergraduate teaching quality not only depends on the innovation and improvement of teaching resources, teachers and teaching methods, but also depends on the improvement and optimization of the management system. At present, there are still some deficiencies in the management system of colleges and universities in China, such as administrative tendency, low decision-making efficiency, imperfect incentive mechanism and other problems, which restrict the improvement of teaching quality to a certain extent. Therefore, it is the key to improve the quality of undergraduate teaching to improve the management system and promote the university management system to the direction of standardization and science.

First of all, colleges and universities should further deepen the reform of the management system, transform their management functions, reduce administrative intervention, and give teachers and students more autonomy. At the same time, we will improve the school governance structure, establish and improve democratic decision-making, information disclosure and supervision mechanisms, and improve the transparency of decision-making and public participation. Secondly, improve the incentive mechanism of teachers to create an environment conducive to the growth and development of teachers. Through the establishment of various talent plans, professional title evaluation, job promotion and other incentive measures to stimulate teachers' enthusiasm in teaching and scientific research. At the same time, teachers' teaching evaluation system should be strengthened, and teaching results and teaching quality should be included in teacher performance assessment to encourage teachers to pay attention to classroom teaching. Thirdly, strengthen the monitoring and evaluation of teaching quality, establish and improve the teaching inspection, student evaluation, teaching feedback and other systems, timely find and solve the problems in teaching. At the same time, we should pay attention to the combination of teaching and scientific research, encourage teachers to integrate scientific research results into classroom teaching, and improve students' innovation ability and practical ability. Finally, strengthen student management and service, pay attention to the individual differences of students, and provide targeted educational guidance and support. By improving the student assessment and evaluation system, setting up scholarships, and carrying out innovation and entrepreneurship education, students' interest and motivation in learning will be stimulated.

## 7. Conclusion

Under the background of "double first-class", China's higher education is facing unprecedented development opportunities and challenges. As the core of higher education quality, the quality of undergraduate teaching directly affects the overall level of national talent training. Through the study of the current situation of undergraduate teaching quality, this paper finds that the current teaching problems are insufficient teaching resources, unstable teaching staff, single teaching

methods and students' learning enthusiasm, and analyzes the reasons in depth.

In view of these problems, this paper puts forward the countermeasures and suggestions on optimizing the allocation of teaching resources, strengthening the construction of teaching staff, innovating teaching methods, improving students' learning enthusiasm and improving the management system. In the process of "double first-class" construction, colleges and universities should focus on improving the quality of undergraduate teaching to lay a solid foundation for cultivating high-quality talents with innovative spirit and practical ability.

The improvement of undergraduate teaching quality is a systematic project, which requires the joint efforts of the government, schools, teachers, students and other parties. In the future development, Chinese universities should seize the opportunity of "double first-class" construction, constantly improve the internal management system, strengthen the construction of teaching staff, innovate teaching content and methods, improve the quality of undergraduate teaching, and contribute to the development of China's higher education.

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