

Research on the Influence of School-based Teaching and Research System on Teaching Quality

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Abstract: Calling for school-based teaching and research activities and establishing a school-based teaching and research system is not imposed by the outside world, but merely promoting and institutionalizing this activity form consciously generated in the practice of the new curriculum. School-based teaching research system is of great theoretical and practical significance for creatively implementing the new curriculum, comprehensively implementing the goal of curriculum reform, practically improving the teaching quality, promoting the professional development of teachers, and improving the ability of curriculum construction and the level of running schools. The new ideas, new methods and new practices brought by the new curriculum are like a breeze blowing into the campus, turning up ripples, showing a new atmosphere, providing a broad space for the educational reform and development of our school, as well as a stage for teachers to display their talents. All these are attributed to the curriculum reform experiment, the implementation of the "school-based" teaching and research system, and the true return of teaching and research to schools, teachers, classrooms and practice.

Keywords: School based, Teaching and research system, Influence of teaching quality.

1. Introduction

To carry out "school-based" teaching research is an effective strategy to ensure the in-depth development of teaching quality. The classroom teaching under the background of the new curriculum requires teachers to master not only solid professional knowledge, but also modern education and teaching theories and knowledge in other fields, and be good at cultivating students' learning methods and innovation ability. It is just to promote this activity form consciously generated in the practice of the new curriculum and institutionalize it [1]. With the advancement of the reform of teaching quality and curriculum, how to shift the focus of teaching research to schools and establish a school-based teaching research system suitable for the new curriculum has become a realistic requirement and urgent task for the development of schools and the growth of teachers, as well as the direction and focus of deepening teaching reform.

School based teaching research must not fall into the misconception of scholastic and literature based research. It can no longer follow the old path of "two layers of teaching and research". It must be "for action research, based on action research, and research in action". Here, action is the unity of teaching action and teaching research action. In view of the series of problems in the practical level of promoting teaching quality in the curriculum reform, especially the difficulties and problems in the training work of curriculum reform, we actively carried out the "school-based" teaching research practice, and achieved preliminary results, but also exposed some problems that need us to further think and explore in the construction of the school-based teaching research system[2]. In the survey, the teachers in the experimental area strongly appealed to the professionals to participate in and guide their teaching and research activities, and sincerely hoped that the college of education, the curriculum research center, the teachers' training school, and the professionals in the teaching and research department could give them more guidance [3].

The new concept, new method and new practice brought by the new curriculum are like a breeze blowing into the campus, turning up ripples, showing a new atmosphere, providing a broad space for the education reform and development of our school, and also providing a stage for teachers to display their talents. All these are attributed to the curriculum reform experiment, the implementation of the "school-based" teaching and research system, and the teaching and research to schools, teachers, classrooms The true return of practice.

2. Understanding of "School-based" Teaching and Research System Construction

2.1. School-based concept

"School-based" is school-oriented, and its basic connotation mainly includes the following points: First, for the school. It means to improve school practice and solve the problems faced by schools. The theoretical basis of school-based teaching research is that teaching research has direct significance only if it is based on the real teaching problems in schools. Every semester, the school holds a "Open Week" of curriculum reform to observe teaching, organizes a large-scale exchange seminar, conducts a "school-based" exchange seminar on teaching research papers, teaching cases and teaching reflections, and holds a symposium attended by the "school-based" teaching research leading group, teachers' representatives, students' representatives and parents' representatives every year to listen to opinions and suggestions on school-based teaching research construction. "Improvement" is its main feature[4]. It not only refers to solving various problems existing in schools, but also refers to further improving the school-running level and the quality of education and teaching. Schools should improve the spiritual and material incentive system, and allocate a certain amount of funds every year as special funds for the discipline group to carry out school-based teaching and research [5]. Establish an assessment system for teaching and research

groups, and award advanced teaching and research groups according to the assessment scores of each discipline group every semester.

In the process of implementing the new curriculum, the three-level curriculum management policy puts forward new requirements for schools. Schools should not only creatively implement national and local courses, but also have the power and responsibility to develop school-based courses that are suitable for their own characteristics. The main forces of school development are principals and teachers, who have the real right to speak. Principals and teachers are the masters of the school and bear the most direct responsibility for school development. Their own development should be organically linked with the fate of the school [6-7].

2.2. The concept of "school-based teaching and research"

Rebuilding the teaching system is a new subject for the teaching management of the school brought forward by the curriculum reform, and innovating the teaching research system is a higher requirement for the teaching research management put forward by the school-based teaching research. Take the teaching and research group as the unit, take the lesson preparation group as the research group, combine the overall research with the decentralized research, and give full play to the subjective role of teachers and the collective advantages of the teaching and research group and lesson preparation group. The school looks for a teaching backbone with excellent teaching business, correct education ideology, academic democracy, and strong organizational and coordination ability to serve as the lesson preparation team leader, giving full play to the role of the lesson preparation team and the leading role of the backbone teachers.

At the same time, for teaching and research professionals, the school is also the base for their professional development. Realistic and valuable teaching research cannot be separated from boiling school teaching practice. Each school should focus on the needs of curriculum reform and teachers' professional development, combine the specific conditions of the school, formulate and gradually improve the corresponding systems of scientific research management, teaching and research activities, collective lesson preparation, lesson discussion, reflective teaching, results exchange, network teaching and research, and implement them through supporting measures [8]. Through thematic discussion, salon type discussion, "consultation" type discussion, unit teaching discussion, case analysis discussion, teaching research observation discussion, classroom teaching innovation evaluation, teaching opening week and other decentralized and centralized discussion activities at all levels, we focus on teaching and research returning to schools, teachers and classrooms.

Establish teachers' personal "school-based" teaching and research archives, pay attention to the data collection, accumulation and experience summary in the experimental process, summarize in the experiment, reflect in the summary, and improve in the reflection. Therefore, it is still the behavior of a few people to really participate in school-based teaching research. Most teachers still stay at the level of teaching. They do not think, study or reflect on the problems in the curriculum reform experiment. The main role of teachers in school-based teaching research has not been highlighted, and

the quality and quantity of school-based teaching research are generally low.

3. Analysis of the Influence of School-based Teaching and Research System on Teaching Quality

3.1. The Value of Teaching and Research System to Teaching Quality

Schools should strengthen the system construction of each discipline group, improve the management mechanism and incentive mechanism of discipline groups, and ensure the effective play of the functions of discipline groups. Schools should select key teachers whose professional ability and research ability can be recognized by everyone to serve as discipline leaders and lesson preparation leaders. At the same time, they should pay attention to the training of discipline leaders, so that they can play a professional leading role [9]. Schools should select key teachers whose professional ability and research ability can be recognized by everyone to serve as subject leaders and lesson preparation leaders. At the same time, they should pay attention to the training of subject leaders, so that they can play a professional leading role. Through the analysis of the above contents, the related contents of the value influence of teaching and research system on teaching quality are obtained, as shown in Figure 1.

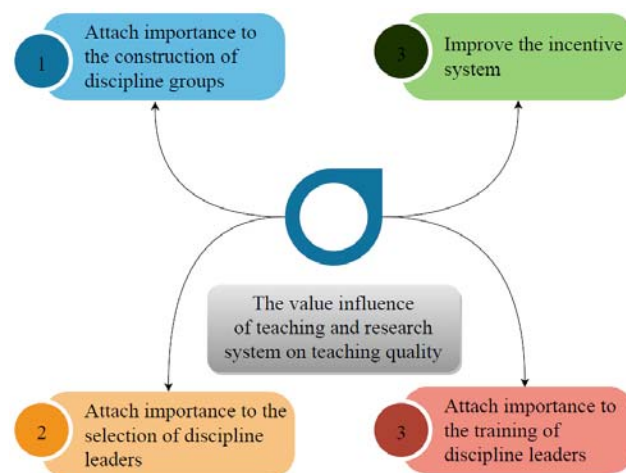


Figure 1. The value impact of teaching and research system on teaching quality

Teachers can flexibly use teaching methods according to teaching objectives and contents and students' characteristics, face all students, pay attention to individual differences, create problem situations, stimulate students' interests, reasonably arrange seats, choose different teaching activities, strive to achieve teaching activity and activity teaching, provide students with time and space for effective participation, and form a democratic, equal, free, loose and harmonious learning environment [10].

In the basic education of teaching quality under the teaching and research system, the concept of "school-based" is mainly implemented in four aspects: school-based research, school-based training, school-based curriculum and school-based management. In these four aspects, school-based research is the starting point, school-based training is the intermediary, school-based curriculum development is the foothold, and school-based management runs through and

permeates between them, playing the role of coordination and organization [11].

3.2. Establish the practice system of teaching research

Only by constantly reflecting on their own teaching behavior can teachers sum up their experience and make continuous progress. Writing teaching reflection is an effective way for teachers to reflect on their own teaching behavior. Teachers in the group can exchange reflection notes, which is more conducive to sharing experience, making good use of their strengths and avoiding weaknesses, and improving together. It is the main front for the implementation of the new curriculum in the classroom and the main channel for the in-depth development of the curriculum reform experiment. Teachers carefully design and carefully write learning and research-oriented lesson plans, taking autonomy, cooperation, exploration, discovery, reflection, promotion and expansion as the classroom teaching framework, so that the lesson plans are standardized, complete in links, meet the needs of curriculum reform experiments and contribute to the effective completion of teaching objectives. The process of school-based teaching and research system construction is actually the process of creating a unique cultural atmosphere of school teaching and research. Therefore, special attention should be paid to building a good atmosphere and environment conducive to the construction of school-based teaching and research system.

Construct a mechanism, create an atmosphere, guide teachers to learn educational and teaching theories, change educational and teaching concepts, and optimize knowledge structure; Set up the concept of lifelong learning, and take learning as a necessary means for your professional development. As a result, the establishment of teaching research practice system is shown in Figure 2.

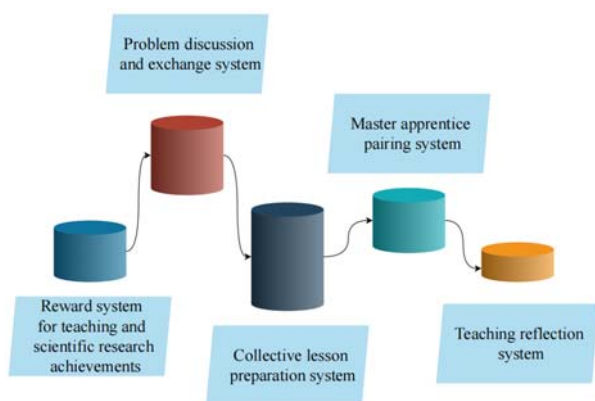


Figure 2. Teaching Research Practice System

Establish a school-based teaching research assessment and reward system, and give different awards according to the different levels of publication and award for the papers, teaching plans, high-quality courses, research projects, and tutoring students to participate in various competitions. While attaching importance to the training of teachers. The school can invite teaching experts or the backbone of the school's disciplines to hold lectures from time to time. The lectures should preferably be interactive, so that teachers can express their opinions on a certain issue and achieve two-way communication and interaction.

4. Conclusions

The construction of school-based teaching and research system must be based on discipline establishment, and a democratic, open and efficient teaching and research mechanism should be established. Teachers should develop the habit of learning and reflection. "A teacher who doesn't learn, even if he has good wishes," is incapable of improving his professional level in an all-round way. It is a hard and challenging job to solve the problems encountered in the existing teaching practice based on school-based teaching and research resources, because the process can not be solved by using teachers' existing teaching experience, but also requires innovative attitude and spirit. With teachers as the main body of research, to improve teachers' learning and training, teaching practice and various incentive mechanisms, teachers should enhance their awareness of research, examine, analyze and solve their real problems in teaching practice from the perspective of researchers, overcome passivity and blind victory, and integrate daily teaching work with teaching research. Teachers can pass on and spread the common laws generated in school-based teaching and research, and turn them into shared resources and common wealth by organizing on-site meetings, experience exchange meetings, teaching case evaluation and other activities. Form a new professional life style of teachers, so that teachers can be happy and diligent in teaching and research, and promote professional development through teaching and research, thus promoting the full implementation of the curriculum reform objectives. In short, only by emphasizing these main characteristics of the school-based teaching and research system can we give full play to the autonomy of teachers and schools and effectively mobilize all forces.

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