

Research on the Leading Role of Tutors in the Internal Guarantee of Postgraduate Education Quality—Taking Universities in Inner Mongolia as an Example

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Abstract: Nowadays, the scale of graduate education in our country has been growing, but the quality of graduate education has not been improved. Therefore, how to effectively improve the quality of postgraduate education has become the most concerned issue in the academic circle and universities, which directly highlights that the internal guarantee mechanism of postgraduate students to improve the quality of postgraduate education has become the focus of academic research, in which tutors are the main influencing factors of postgraduate education quality. The tutor plays a positive and dominant role in stimulating, demonstrating, modeling, guiding and infecting the postgraduate's behavior. This paper analyzes the existing problems in exerting the role of postgraduate tutors, and from the problems, puts forward the countermeasures and suggestions to exert and mobilize the initiative of tutors.

Keywords: Graduate Education Quality; Mentor Role

Introduction

Further promote the adjustment of disciplines and specialties, improve the level of the tutor team, improve the talent training system, and accelerate the training of high-level talents urgently needed by the country." The quality assurance mechanism of graduate education refers to the operation mode of mutual interaction, mutual influence and mutual cooperation formed by various subjects related to graduate education in a certain range (including macro, meso or micro levels) with the common goal of ensuring and improving graduate education. The role of tutors in the quality assurance of postgraduate education can not be ignored. This paper analyzes the status quo of tutors in improving the quality of postgraduate education, and makes a preliminary study on the lack of tutors' role and how to solve it.

1. Problems with tutors

The mentor's guidance to graduate students not only involves scientific research techniques and thesis writing, but also concerns personal growth and moral cultivation. Therefore, tutors play an important role in graduate education, and the degree of their guidance and training to graduate students is the key to the quality of graduate education.

1.1 Most of the graduate tutors are busy with their work and guide students too few times

This is the most important factor that tutors affect the quality of postgraduate education. Graduate tutors usually fall into two categories: on-campus tutors and off-campus tutors. Relatively speaking, on-campus tutors have more opportunities and possibilities to contact with graduate students than off-campus tutors. However, some tutors are very busy. On the other hand, they must assume certain administrative positions and engage in administrative work. This makes some graduate tutors too busy, resulting in the situation of too few times of guidance to graduate students. There are also many problems with outside tutors. On the one hand, it is difficult for off-campus tutors to participate in the whole process of graduate training, such as the formulation of graduate training plan, curriculum

setting, teaching and even the guidance of graduation thesis. On the other hand, the training unit lacks the binding force on the external tutors, because the personnel affiliation is not in the school, the single remuneration of the part-time unit and the non-fixed nature of the position make it difficult to restrain them. Due to the lack of guidance and supervision of tutors, some of the graduate students are lax in their learning and difficult to improve their academic level.

1.2 The teacher's teaching level is not high, the teaching method is outdated, and the teaching effect is poor

Due to the school system or their own reasons, some tutors did not update their knowledge in time, and their enthusiasm for scientific research projects was not high, and their academic level was relatively low, which seriously affected the learning quality and paper quality of graduate students. In addition, some tutors are also like other teachers in the school, teaching methods are outdated, lack of interaction, teaching effect is not ideal.

1.3 Some tutors only pay attention to the effect of graduate students, but ignore the quality of their training.

A few tutors have more subjects on hand, and usually assign the task of the subject to the graduate students, including the preliminary research, the summary and analysis of the research data, etc., virtually becoming the "boss" of the research subject, while the graduate students have become "employees", that is, the simple labor force to complete the research task. In this process, graduate students become a very passive tool to achieve utilitarian purposes, affecting the improvement of their overall quality, and eventually even damaging the social reputation of graduate education.

2. The countermeasures to improve the ability of tutors

In graduate education, the role of tutors is particularly important, tutors not only to impart knowledge and methods to students, but also to pass on the spirit and culture, but also to impart the correct way of being and doing things, so, tutors to students, is to explore and develop together with students. Since a high-level tutor team is an important guarantee for the quality of postgraduate education, it is necessary to improve the comprehensive strength of postgraduate students.

2.1 Strengthen the construction of teaching staff

First of all, rationally allocate the structure of teachers. On the one hand, it is necessary to select and employ teachers by classification and increase the proportion of applied teachers in graduate education. Entrepreneurs, managers, experts and scholars with practical experience and a certain theoretical basis can be hired outside the school to teach graduate students. At the same time, it can appropriately reduce the requirements for titles, scientific research achievements and other related conditions. This is quite common practice in Western countries. For example, the professional master's degree in social work in the United States generally requires that the teacher of the practical course should have not less than two years' working experience. On the other hand, the construction of "double-qualified" teachers should be carried out. "Double teacher" is a teacher with "double teacher quality" or "double teacher qualification". Among them, "double teacher quality" means that teachers have both the professional quality of teachers and the quality of related industries, and "double teacher qualification" means that they have both the teacher qualification (certificate) and the professional qualification (certificate). Training units can cooperate with enterprises and public institutions, so that teachers can also have the opportunity to exercise part-time in the unit, constantly improve their knowledge structure, and enhance the ability of theoretical teaching and practical teaching.

2.2 It is necessary to cultivate the sense of responsibility and talent concept of tutors and establish the teacher responsibility system

Supervisors should not only be responsible for their own job responsibilities, academic status and academic reputation, but also for the quality of their graduate students. The first is to break the inherent concept of graduate student quota allocation, optimize the graduate student allocation mechanism, and appropriately tilt the graduate student quota to the strong ability, energetic, fruitful and responsible tutors; The second is to establish and improve the evaluation mechanism of tutors' guidance ability, pay attention to the cultivation and evaluation of the practical ability and academic ability of tutors inside and outside the school, reasonably evaluate the

guidance level of tutors, and effectively guarantee the quality; The third is to break the lifetime system of tutors, establish a dynamic adjustment mechanism, and appropriately reduce the number of tutors who are irresponsible, ineffective in guidance and not at a high level, and terminate the qualifications of tutors if the circumstances are serious.

2.3 Explore the graduate training mode of the tutor team

The graduate tutor team is a group composed of a small number of complementary and interrelated graduate tutors who assume corresponding responsibilities for the realization of a specific purpose. In postgraduate training, there are many research directions in the same major, and after all, the field of a supervisor's mastery is limited, and the level of the supervisor is also uneven. A mentor team composed of mentors with different knowledge backgrounds and academic expertise can change the defects of limited knowledge and narrow professional field under the guidance of a single mentor in the past. The interactive contact between graduate students and different instructors can learn from each other and form the cross-integration of multiple disciplines. In order to improve the quality of graduate training, it has become an objective demand to carry out the graduate training mode of tutor team. First of all, the echelon structure should be reasonable. A reasonable mentor team should be composed of mentors of different educational backgrounds, different professional expertise, different disciplinary backgrounds and different age levels, with reasonable knowledge structure, high scientific research level, strong innovative ideas, and full of vitality and vitality and sustainable development. At the same time, the members of the tutor team should be relatively stable to ensure the continuity of work. Thirdly, academic exchanges should be active. Regular academic exchange activities are held between tutors, tutors and students, and students and students to report the progress of scientific research. Tutors should also provide opportunities for students to go out and communicate, and invite experts from outside to make academic reports from time to time.

Peroration

The construction of graduate education quality assurance mechanism is not only an important part of the development of the graduate education quality assurance system in Inner Mongolia, but also an insurmountable stage of the comprehensive guarantee of graduate education quality in China, in which the role of tutors cannot be ignored. Therefore, it is necessary to give full play to the guiding role of tutors in the construction of postgraduate education guarantee mechanism, and the main goal should be to build a comprehensive, controllable and practical postgraduate education quality guarantee mechanism, and develop towards the direction of high-quality training of talents.

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