

# Problems and Improvement Measures of Undergraduate Tutorial System

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## Abstract

After China's higher education entered the stage of popular development, the introduction and promotion of the undergraduate tutor system has become a new breakthrough in the reform of undergraduate education in China, and it has gradually been adopted by various higher education institutions in China. However, a series of problems have also arisen during the implementation of the undergraduate mentor system. The main manifestations are the unclear orientation of the mentor system, students with low student-teacher ratio and low initiative, and the lack of a complete mentor system. Based on the above problems, this article proposes some solutions to improve the understanding of the undergraduate mentor system based on solving the problem, establish and improve the mentor system, take the student as the center, give full play to the subjective initiative of mentors and students, and realize undergraduate talents. Training objectives, so as to deliver high-quality innovative talents for China's economic construction.

## Keywords

Mentorship, problems, measures.

## 1. Introduction

Improving quality is the lifeline of higher education, and the undergraduate tutor system has a unique position in the development of higher education, and is an inevitable product of the connotative development of universities [1]. The undergraduate tutoring system originated from the teaching practice of Oxford and Cambridge universities in the 19th century [2]. It aims to provide students with a better education to cultivate innovative talents. The undergraduate tutor system has achieved certain results since its implementation, and has certain advantages. However, in practice, there is a large gap in both the concept, operating mode and implementation effect. Summarizing the advantages, analyzing the problems, researching the countermeasures, and effectively improving the implementation effect of the full-time mentor system for undergraduates is of great significance for close teacher-student exchanges in the new period, optimizing teacher-student relations and promoting teaching reform, stimulating student innovation, and helping mechanics to grow.

## 2. Undergraduate Tutorial System

The undergraduate mentor system refers to the undergraduate students 'study stage. Professional course teachers can be selected as mentors. Through mentoring and guidance to students, the mentors effectively strengthen the cultivation of students' professional literacy, form a benign mechanism of teaching interaction, and promote talent training in schools. [3] Because the tutor and the student use a two-way selection method, a tutor can serve as the mentor for several undergraduates, and develop a research direction based on the major to help students further understand their future learning plans and careers. The undergraduate mentor system is promoted. The mentor helps solve the difficulties in study and life raised by

students, assists students in selecting courses according to their needs, and guides students to participate in targeted guidance systems for scientific research and social practice. The aim is to effectively cover the lack of education in the existing university system, provide personalized and academic guidance to students, build a good teacher-student relationship, and promote effective student growth.

### **3. Problems Existing in the Implementation of the Undergraduate Tutorial System**

#### **3.1. Unclear Positioning of Mentoring**

Undergraduate tutors have their own characteristics in terms of work content, guidance methods, and functional positioning. [4] In the actual implementation process, some mentors equate undergraduates with graduate students, and guide undergraduates in accordance with the training method of graduate students. This is also a misunderstanding of cognition. If the undergraduate tutor treats the undergraduate as a graduate student and trains it according to its training mode, it is likely that the expected results will not be achieved. The essential difference between undergraduates and postgraduates is that undergraduates are still at the stage of basic knowledge of professional knowledge. The professional knowledge learned is not systematic enough compared with graduate students and the professional knowledge learned is not systematic and deep compared with graduate students, and graduate students have mastered more solid professional basic knowledge, and at the same time have certain scientific research capabilities. Of course, to the extent that undergraduates can do it, undergraduate tutors include them in research projects such as social field surveys and data search. Undergraduate tutors include them in research projects such as social field surveys and data search, which can effectively exercise the science of undergraduates' research ability. Moreover, guiding some undergraduates who have the spare time and have a strong interest in scientific research to participate in scientific research is also an important responsibility of the undergraduate tutor. However, if undergraduate students are assigned more difficult research tasks in accordance with graduate student standards, for undergraduates, it is likely to play a role of spurring seedlings, and sometimes it will prematurely dispel the enthusiasm for scientific research after the birthday of undergraduates.

#### **3.2. The Teacher-student Ratio is too Low, and the Initiative of the Students is Insufficient.**

A high teacher-student ratio is a prerequisite to ensure the high-quality and efficient operation of the tutor system, which is more conducive to the instructor's targeted guidance to undergraduates and maintain close communication between teachers and students. [5] However, China's existing mentor resources are scarce and the number of college students has surged, which has led to the failure to achieve one-on-one instructional guidance when undergraduate mentoring systems are implemented. The focus can only be on improving the efficiency of mentoring. And under the influence of long-term exam-oriented education, the traditional concept of duck-feeding teaching is deeply ingrained. Most teachers are accustomed to teaching, and most students are accustomed to listening. In this case, most students are not accustomed to identifying clear learning goals, lack the ability to actively explore, and they are not accustomed to actively contact the mentor. The mentor's energy and time are limited, making it difficult for the mentor and the student. Establish a two-way interactive relationship for teaching excellence. Some students, due to their unfamiliarity with various aspects and their fear of teachers, participate in mentoring with relatively high frequency, but most of them are passive and lack the initiative to ask questions, explore and create. The other part of the students is relatively slippery. In many cases, the tutor actively

contacts the students, and the students just passively complete the tasks assigned by the tutor. Even if the teacher arranges the tasks, the quality of the tasks completed by different students varies, and some students think that they can't listen to the opinions and suggestions of the tutor, which affects the effect of the undergraduate tutoring system.

### **3.3. The Undergraduate Tutoring System itself is not Perfect**

First, the institutional goals are too comprehensive. [6] As China's colleges and universities continue to be recognized by the public, the size of student groups has gradually expanded, leading to greater differences among individual students, and the difficulty of ideological education in colleges and universities has gradually increased. Seen as an effective means to complete ideological and political education, it is a omnipotent system that integrates teaching and education. Therefore, many colleges and universities require that their mentors not only focus on improving students 'academic level and practical ability, but also guide students' ideological and moral construction, improve students 'interpersonal communication ability, and cultivate students' teamwork spirit. It is such a large and comprehensive system goal that makes the application-oriented tutor system lose its original direction in the implementation process.

## **4. Effective Improvement Measures for Undergraduate Tutorial System**

### **4.1. Two-way Choice Helps to Strengthen the Understanding of the Mentoring System**

Two-way selection is the guarantee for the smooth implementation of the undergraduate mentor system. In the implementation process, the mentor resource file should be established and publicized first, so that students can fully understand the mentors' morality and talents and the specific requirements of the students, so that students can compare and choose. . Schools should clearly inform students of the relevant rules and requirements for choosing a mentor. The mentoring system should be implemented after students are exposed to professional courses. After learning about the tutor's research direction, scientific research results, and teaching on campus, students choose the tutor according to their interests. Then the tutor selects the students who he or she prefers according to the results of student selection, the needs of scientific research projects, the students' practical ability and academic performance. If the initial two-way selection is unsuccessful, the relevant functional departments should do a good job of overall coordination and coordination. The principle of two-way selection of mentors and students is conducive to students' determination of the appropriate development direction based on their hobbies and knowledge reserves. It also helps the mentor to give full play to his own Expertise is conducive to the continuous development of the entire cultivation process. The guidance relationship based on two-way choice can better help students learn, understand and digest their professional knowledge. At the same time, in the process of participating in the mentor scientific research project, students' creative thinking and practical ability can also be exercised, which promotes the improvement of the quality of undergraduates.

### **4.2. Fully Mobilize Students' Initiative**

The current situation of the low ratio of teachers and students in China's universities. On the one hand, colleges and universities can appropriately relax the conditions of tutor appointments, encourage and appoint new teachers to become undergraduate tutors, which can help new teachers become familiar with the work, and can also ease the mentoring. The problem of insufficient quantity. On the other hand, it is possible to attract graduate students or senior students to serve as mentor assistants by setting up work-study positions, and senior students can use richer learning and living experience to answer questions or lead low-

level undergraduates. Grade students carry out social practice and scientific research projects, and setting up tutor assistants not only relieves the shortage of tutors, but also reduces the workload of tutors. The successful implementation of the undergraduate full-time mentoring system should not only strengthen the university system and teacher guidance, but also more importantly enable students to understand and accept the undergraduate full-time mentoring system, actively participate in it, and consciously regard it as an important organizational part of learning. To do this, we should first publicize the undergraduate full-time mentoring system among students, and publish the basic information and implementation trends of the undergraduate mentoring system, as well as the role and positioning of the undergraduate mentor, the channels and methods for the mentor to conduct guidance, and the implementation of The results allow students to understand and grasp the purpose and significance of the undergraduate tutor system. Secondly, it is necessary to clarify the subject status and work of students in the full-time mentor system for undergraduates. Finally, it is necessary to set an example for students to be talented through undergraduate mentors, to attract students to actively seek out teachers, and to take undergraduate mentors as academic development mentors, career planning mentors, and life guidance mentors.

### **4.3. Improve the Tutoring System for Undergraduates**

The allocation of tutors is arranged by the affiliated colleges. Due to the low enthusiasm of mentors, most of them are compulsory assignments. The relationship between undergraduate mentors and students is relatively loose, and the guidance of mentors is more arbitrary. Neither the school nor the college has provided undergraduates. The instructor's guidance carries out a system of evaluation and restraint. Before the implementation of the undergraduate tutor system in colleges and universities, it must be fully demonstrated. It is necessary to learn and draw on the common laws and experiences of the previous tutor system, and also to fully consider the specific environment and case characteristics of the school's implementation. China can define responsibilities, actively interact and cooperate effectively. In the implementation of the mentoring system, mentors should pay attention to getting rid of the guidance limitations of professional classrooms to avoid repeated guidance and waste of resources; also avoid turning mentors into "almighty warriors", and do not want to be proficient and omnipotent. It is necessary to reflect both the standardization of unified requirements and the flexibility of specific measures, adhere to problem orientation, grasp the characteristics of grades, focus on implementation effects, and avoid empty preaching. Establish a proper evaluation and incentive mechanism, and strengthen the internal pressure of the mentor by strengthening external pressure, so as to improve the enthusiasm of the mentor throughout the work. Due to the different academic level, moral level, and investment in the work of the mentor, it may lead to different results in guiding students. This problem should be avoided by evaluating the effectiveness of the instructor's guidance. The assessment content should include the actual communication time, communication method, communication effect description, and student evaluation. At the same time, the instructor can also supplement the description of the cooperation of the student team. As an undergraduate tutor, it will be included in the necessary conditions for title evaluation, and undergraduate tutors with high evaluations by students and student teams will be rewarded and commended.

## **5. Conclusion**

The undergraduate tutoring system has been implemented in China's universities for some time. Each university has also actively explored a path suitable for its own development according to its own characteristics. In the implementation process, we should combine the actual situation of each college and analyze its specific situation, such as the strength of

teachers, student characteristics, etc., and make continuous improvements and perfection in practice.

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