

Discussion on Building the Culture of Grassroots Teaching Organizations

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Abstract: As the basic unit of the education system, the culture construction of grass-roots teaching organization is not only an important place for knowledge transmission and skill training, but also a key link to shaping students' character and cultivating students' comprehensive quality. A healthy, active and dynamic grassroots teaching organization culture has a far-reaching impact on stimulating students' interest in learning, improving the teaching quality of teachers and promoting the overall development of the school. Based on this, this research is based on the cultural construction of grass-roots teaching organizations, so as to put forward feasible management suggestions and experience.

Keywords: grassroots teaching, organizational culture construction, discussion

Introduction

Grassroots teaching organizations are the cornerstone of education and teaching. Building a culture within these organizations is not only crucial to teaching quality, but also essential to the sustainable development of the education industry.

The culture of grassroots teaching organizations refers to the teaching philosophy, methodologies, and atmosphere that members of these organizations jointly adhere to. This culture is formed through long-term teaching practices, exhibiting uniqueness and stability, which can motivate teachers to actively engage in their work and enhance students' learning outcomes. When teachers work under a shared teaching philosophy and methodology, they are better able to collaborate and coordinate, forming a collective force that improves teaching effectiveness. In a positive teaching atmosphere, students can feel the joy and value of learning, thus becoming more proactive in their studies. In the process of building this culture, teachers need to continuously learn and practice new teaching philosophies and methodologies, thereby enhancing their professional qualities and teaching abilities.

Constructing a culture for grassroots teaching organizations is a long-term and arduous task that requires exploration and implementation of new teaching philosophies and methodologies from multiple aspects, fostering a positive teaching atmosphere, and ultimately improving teaching quality and effectiveness.

1. Importance of culture building in grassroots teaching organizations

Grass-roots teaching organization culture plays a key role in stimulating students' learning motivation.^[1] A grassroots teaching organization full of vitality and innovative spirit can provide students with a more relaxed and free learning environment, so that students can learn in a relaxed and happy atmosphere, so as to stimulate their interest and motivation in learning. At the same time, the spirit of unity and cooperation in the grassroots teaching organization culture can also promote students' sense of collective honor and belonging, and make them more active in the learning process. Grassroots teaching organization culture is of great significance to improving the teaching quality of teachers.

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2. The current situation of the development of culture construction of grassroots teaching organizations

2.1 Status of domestic research

In China, the development and research of the construction of hierarchical teaching organization culture are not only influenced by the traditional educational idea, but also integrated into the modern educational thought and practice. Many schools begin to try or improve the hierarchical teaching model, in order to improve the teaching effect and meet the diverse learning needs of students^[2]. In the construction of hierarchical teaching organization culture, schools and educational institutions are committed to creating a cultural atmosphere that respects students' differences and pays attention to the development of personality. This includes the establishment of flexible and diverse forms of teaching organization, a provision of teaching resources and methods, and a positive and healthy teacher-student relationship.

At the theoretical level, domestic scholars have deeply discussed the connotation, characteristics and functions of the hierarchical teaching organization culture. They generally believe that the hierarchical teaching organization culture should be student-centered, pay attention to the cultivation of students' innovative spirit and practical ability, while emphasizing the guiding role of teachers and teamwork spirit. In addition, some scholars have analyzed the hierarchical teaching organization culture from the perspective of sociology and psychology, and put forward a series of constructive opinions and suggestions.

2.2 Current status of foreign research

The research on stratified teaching started early abroad, and its theoretical system and practical experience are relatively rich. At the beginning of the 20th century, the United States has begun to study stratified teaching, and after years of development, it has formed a perfect theoretical system and practical system. The purpose of its stratified teaching is mainly to realize the all-round development of students, so that different types of students can find their own suitable development direction. In addition, a remarkable feature of foreign stratified teaching mode is its diversification and flexibility, including the diversification of students' stratified standards, the diversification of students' learning methods and the diversification of teachers' teaching objectives and evaluation methods. In the construction of hierarchical teaching organization culture, foreign research and practice are also quite in-depth. They attach great importance to creating a harmonious atmosphere of equality, democracy, communication and cooperation, and common improvement, so as to enhance the mutual communication between teachers and improve their teaching level and teamwork ability^[3]. At the same time, they also pay attention to promoting mutual learning and common growth among teachers, so that teachers can feel the warmth of the collective and harmonious working atmosphere.

3. Challenges facing the cultural construction of grassroots teaching organizations

3.1 Insufficient resources and financial support

The culture construction of grass-roots teaching organizations is faced with many challenges, among which the lack of transparency and standardization of the use of funds are particularly prominent problems. In the current educational environment, grass-roots teaching organizations as the most direct contact with students and the front line of education units, their cultural construction is not only related to the quality of teaching and effect, but also directly related to the growth and future development of students. However, due to the opacity and non-standard management and use of funds, it often leads to the waste of resources, uneven distribution of resources, and even breeds corruption, which seriously restricts the healthy development of the cultural construction of grass-roots teaching organizations.

Specifically, the opacity of the use of funds makes it difficult for the members of the organization to understand the source and whereabouts of the funds, and they are unable to effectively supervise and evaluate the use of the funds. This not only weakens the trust and belonging of members to the organization, but also increases the difficulty and risk of management. At the same time, the lack of standardization may lead to illegal operation, abuse of power and other

problems in the use of funds, which further damages the image and reputation of the organization.

3.2 Weakness of teachers

In the process of teaching organization culture construction, a sound and effective audit quality evaluation and supervision mechanism is the key to ensure the steady improvement of teaching quality and promote the fair and sustainable development of education. However, at present, many grassroots teaching organizations have obvious deficiencies and defects in the audit quality evaluation and supervision.

On the one hand, the standards and methods of audit quality evaluation are not scientific, comprehensive and meticulous, and it is difficult to truly reflect the actual situation and effect of the construction of teaching organization culture. This leads to the subjectivity and one-sidedness of the evaluation results, which is difficult to be used as an effective basis for improving the teaching work.

On the other hand, the imperfect supervision mechanism is also an important factor restricting the construction of grass-roots teaching organization culture. Due to the lack of effective supervision mechanism, some teaching organizations may appear in the process of formalism and going through the motions in the process of cultural construction, and even illegal behaviors, which seriously damages the healthy development of teaching organization culture.

3.3 Conflict between traditional culture and modern education articulation

The construction of grassroots teaching organization culture is facing multiple challenges in the current educational environment. With the deepening of educational reform, grassroots teaching organizations not only need to pay attention to the quality and efficiency of teaching, but also need to devote themselves to building a distinctive and positive cultural atmosphere. However, in practice, due to limited resources and heavy burden of teachers, grass-roots teaching organizations are often powerless in cultural construction, and it is difficult to form effective cultural cohesion and influence. At the same time, the connection and conflict between audit culture and modern management is becoming increasingly prominent. The audit culture emphasizes the principles of rigor, fairness and transparency, while modern management focuses on efficiency, innovation and flexibility. There are certain differences in concept and practice between these two cultures, which lead to a series of conflicts and challenges in practical work. For example, the rigor of audit culture may conflict with the flexibility of modern management, leading to the difficulty of effectively implementing management decisions; and the innovative requirements of modern management may also contradict the conservatism of audit culture, which affects the further development of audit work.

4. Improvement strategies

4.1 Strengthening government support

Enterprises should establish a sound audit system and supervision mechanism. The audit system can conduct a comprehensive review of the financial situation of enterprises to ensure the authenticity, accuracy and integrity of their financial reports. The supervision mechanism can monitor the use of funds of enterprises in real time, and correct the problems found in time to prevent the abuse, waste and loss of funds. Enterprises need to improve the professionalism and standardization of audit and supervision work. This can be achieved by introducing auditors with professional quality and rich experience, making detailed audit work plans and procedures, and strengthening audit training and skill upgrading. The professionalism and standardization of audit and supervision work help to ensure that every fund can be used reasonably, efficiently and safely. Enterprises also need to pay attention to the information construction related to the audit and supervision work. The efficiency and accuracy of audit and supervision work can be improved by using modern information technology means. For example, build audit information platform to realize real-time collection, analysis and transmission of audit data; use big data technology to dig enterprise financial data to find potential risk points and abnormal situations; and use artificial intelligence technology to assist audit work to improve audit quality and efficiency.

4.2 Introducing professional talents

The existing evaluation criteria are comprehensively sorted out, and the more scientific and reasonable evaluation

indicators are formulated, combined with the industry best practices and the international advanced experience. At the same time, the supervision will be strengthened to ensure the objectivity and impartiality of the evaluation results. Through the establishment of a sound feedback mechanism, it can timely find and solve the problems and deficiencies existing in the audit process, and the quality and level of the audit work can be further improved. In addition, we will strengthen communication and coordination with relevant departments to jointly promote the standardization and standardization of audit work and provide a strong guarantee for the steady development of enterprises.

4.3 Innovating teaching methods

Through in-depth study of the existing audit system and process, we found that the traditional audit methods have problems such as low efficiency and incomplete coverage in some links, which need to be improved through innovation. Therefore, we actively explore and introduce a series of innovative audit management methods.

First of all, the introduction of big data and artificial intelligence technology, through the construction of intelligent audit system, to realize the rapid processing and analysis of massive data, improve the efficiency and accuracy of audit work. Secondly, optimize the audit process, and make the audit process more concise and efficient by simplifying the operation steps and reducing the redundant links. In addition, we have also strengthened the training of auditors to improve their professional quality and innovation ability to ensure that the new audit management methods can be effectively implemented.

5. Conclusion

As the cornerstone of the education system, the cultural construction of grass-roots teaching organizations plays an irreplaceable role in improving the quality of education, shaping the educational atmosphere and cultivating excellent talents. The construction of grass-roots teaching organization culture is a long-term and arduous task, which requires the joint efforts of schools, teachers, students and parents. By strengthening the guidance of values, improving teachers' quality, creating a good atmosphere, and combining inheritance and innovation, we can gradually build a unique and charming grass-roots teaching organization culture to provide strong support for the cultivation of excellent talents.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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