

Research on the Problems and Countermeasures of Comprehensive Evaluation of Teachers' Teaching Quality in Technical Colleges

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Abstract. Through analyzing the problems existing in the evaluation of the teaching quality of the teachers in the technical colleges and universities, this paper puts forward the correct view of the evaluation of teaching quality, the evaluation system of the teaching quality with the characteristics of the technical education, and the optimization of the working mode of the quality evaluation. In order to improve the scientific, pertinence and rationality of teachers' teaching quality evaluation, the more scientific evaluation methods, the better understanding of the real significance of teaching quality evaluation, and the establishment of a teaching evaluation system with developmental purpose, etc.

Introduction

In recent years, the technological colleges have changed from scale expansion to connotation construction, and the teaching quality management system has been improved gradually. The evaluation and monitoring of teaching quality are carried out step by step, and the ISO9000 quality management system is running effectively, which makes the teaching quality management work on the track of systematization, standardization and science. At present, the Ministry of Human Resources and Social Security has no specific regulations on the evaluation and monitoring of teaching quality. Therefore, the teaching quality evaluation of technical college teachers is generally the examination and evaluation of the teaching quality by the teaching department and its students, the teaching supervision institution and the teaching management department. It is difficult to make an objective evaluation on the teaching quality of teachers because of the different evaluation methods, evaluation contents, and the objects of participation evaluation.

Purpose of Teaching Quality Evaluation in Technician Colleges

Teacher teaching quality evaluation is a process in which the teacher is the object of evaluation, the teacher teaching quality evaluation index system is used to improve the teaching quality of teachers, and quantitative methods are used to measure the teaching activity and its results, so as to make valuable judgment and evaluation.

The evaluation of teaching quality can realize many functions, such as selection, diagnosis, guidance, motivation, decision-making, appraisal, development and management, etc. It can effectively promote the reform of classroom teaching and the development of teachers' profession, and improve the quality of classroom teaching[1].

Comprehensive evaluation of teacher teaching quality first, exploring the evaluation method of teacher teaching quality which adapts to the requirements of technician education, If we can realize the objective and accurate evaluation of the teaching quality, we can strengthen, adjust and correct the teaching behavior of teachers, and help to improve the quality, ability and level of teachers, so that they can adapt to the requirements of modern vocational education. Second, we can strengthen the teaching management and teaching supervision, and help to improve the teaching management level so as to realize the aim of scientific and standardized teaching management and to promote the improvement of teaching quality. Third, to guide teachers to participate actively in teaching research, develop research projects, accelerate the pace of integrated teaching reform, improve

teachers' quality and professional ability, and improve the overall teaching level of schools. Fourthly, we should establish the evaluation and teaching incentive mechanism, which can link up with the teachers' interests in an effective way, and then form a long-term mechanism to guarantee and improve the teaching quality effectively. Fifth, to embody the value of teachers and satisfy their growing needs, teachers after the recognition and recognition of their work, teachers will have a sense of achievement, which will greatly stimulate their enthusiasm for work and achieve self-transcendence.

Problems in the Evaluation of the Teaching Quality of Teachers

(1) The evaluation of the teaching quality of teachers does not cover all their work. The small number of teachers in some technical schools leads to a disproportionate allocation of teaching workload to each teacher, which tends to make it easier for such schools to focus too much on quantitative assessment and neglect qualitative evaluation of teachers teaching work, or the teaching quality evaluation is still based on the examination of the classroom, and neglects the assessment of other teaching links, For example, the communication between teachers and students and the academic research of teachers are not included in the evaluation system. This kind of evaluation can not be regarded as the evaluation of teaching quality, and the evaluation result will not restrict the teaching behavior of teachers and improve the teaching quality.

(2) The range of evaluators participating in the evaluation was limited. In the technical colleges, the teaching quality assessment mainly comes from the students teaching evaluation and supervision of the classroom scoring and teachers mutual evaluation. It is of great significance to improve the teaching content and vitality of the classroom to feel the quality of teaching through the direct evaluation of students in technical colleges, however, because of the young age, immature values and their professional and experience, the junior students often can not understand the relevant situation of teaching. Although the supervisory evaluation can examine the teachers quality from the professional point of view, this kind of teaching quality evaluation lacks periodicity. Peer assessment and teacher mutual evaluation often interfere with human factors. These evaluations are difficult to ensure the coverage, scientific and objectivity of the evaluations.

(3) The teaching quality evaluation of teachers fails to reflect the characteristics of vocational education. The teaching quality evaluation system of teachers in technical colleges does not analyze the relationship between teaching and learning in the light of the characteristics of combination of work and learning and integrative teaching; It is not considered that the learning effect of students is the important mapping of the teaching quality, but only for the teaching process before, during and after the teaching process, the teaching process of teachers is evaluated, which lacks the characteristics of vocational education.

(4) The way of teachers teaching quality assessment is too simple. In some schools, the assessment of teachers teaching quality is not really premised on the improvement of teaching quality, In the process of teaching evaluation, the evaluation index is usually simply quantified, and the combination of qualitative and quantitative factors is not paid attention to, which results in unscientific quantification and difficulty in accurately assessing the essential characteristics of the object[2].In the end, the evaluation data is difficult to judge the quality of teaching. Although the assessment work is perfect, the whole assessment system is not thorough and basic, so it can not promote the improvement of teaching quality.

(5) The teaching quality evaluation of teachers has not been closed-looped. The evaluation of teaching quality is usually reported to school leaders and teaching administrators, not directly to teachers themselves. Even if teachers are aware of their own teaching quality evaluation results, it is the end of the year, the evaluation results are only the final evaluation scores and the overall ranking of the entire school teachers, and there will not be any feedback from the various evaluation sub-categories. In this way, teachers simply do not know their own deficiencies in teaching, and therefore the continuous improvement of the operability is not strong, the measures have not formed a closed-loop teaching quality evaluation.

(6) The purpose of teaching quality evaluation is too utilitarian. Some schools only regard the evaluation results of teaching quality as an important factor affecting teachers' interests, which leads to the teachers' work being hijacked by the teaching quality assessment, and can't bring the teachers' self-regulation and self-promotion into play in the teaching quality assessment itself. When teachers' teaching effect is entirely entrusted to students and inspectors for evaluation, teachers are in a passive state. Because the results of the assessment will directly affect their performance appraisal results, teachers worry too much about the final score, but neglect the attention needed in the teaching process. Such an evaluation system would only make the entire teaching staff more and more restless.

Measures for the Comprehensive Evaluation of the Teaching Quality of Technician Colleges and Universities

(1) Strengthening publicity and guidance, and establishing a correct concept of teaching quality evaluation. Teaching is the center work of the school, teaching quality is the lifeline of survival and development of the school is an important way to improve the quality of skilled personnel training. To this end, aiming at the training target of technician education and strengthening the publicity of the comprehensive evaluation of teaching quality, especially the teaching quality is the core competitive ability of the technician colleges and universities, so as to enhance the enthusiasm of teachers and students to participate in the evaluation of teaching quality. Only by establishing a fair and objective evaluation atmosphere and keeping teachers in a peaceful and stable state of work, can the school teaching quality evaluation really play its due role; Only if teachers and students have a clear understanding of the meaning, procedure and characteristics of teaching quality evaluation, can they have a correct attitude to the evaluation; Only the appraiser has mastered the evaluation method, has the corresponding knowledge, the skill and the personality quality, thus can enhance the participation degree and the enthusiasm, promotes the teacher teaching quality evaluation work to improve and perfect.

(2) Constructing a teacher teaching quality evaluation system with the characteristics of technician education. The training objectives of technical colleges and universities are professional and post-specific, so schools should set unique assessment indexes according to their teaching expertise; Make the content of evaluation reflect the exertion degree of its teaching characteristics, the realization degree of the talent cultivation goal and the quantification degree of teachers' professional development. Only in view of different teaching modes in technical schools, such as pure theoretical course mode, theory-practice mode and engineering-learning mode, can we work out corresponding evaluation indexes, construct different evaluation criteria for different types of courses, and work out assessment schemes with their own characteristics. Only in this way can we ensure that different teachers, different course contents and different teaching methods can be evaluated scientifically and fairly. This kind of diversity can make teachers' classroom more active and teachers' teaching style more diversified.

(3) Enriching the evaluation subjects and optimizing the working mode of teaching quality evaluation. On the subject of evaluation, we need to include the head of teaching department, the director of teaching and research department and the teacher as a whole in the evaluation, To implement the evaluation of educational administration office, department leadership, supervision and evaluation, peer evaluation, student evaluation and self-evaluation, the whole teaching quality evaluation should cover different processes and cover different perspectives, so as to realize the evaluation result of comprehensive and multi-science. At the same time, the evaluation model of teaching quality is optimized to ensure that the evaluation parties are relatively independent of each other. There is no interference, no communication and no confirmation between the parties. The evaluation results of either side affect the overall evaluation results, but we cannot decide the evaluation result unilaterally, so that the evaluator can score the teaching quality more objectively and comprehensively, so as to make sure that the evaluator is not influenced by the subjective emotion of the individual and is not abetted by others. Through the teaching quality evaluation, the

teachers work content has both quantitative pursuit and qualitative research, so that all teachers can pursue more distinctive work quality on the premise of guaranteeing the quantity of work.

(4) Evaluate teaching quality in a more scientific way. Because of the complexity of teaching quality evaluation content, some specific evaluation indexes cannot be refined and quantified. To improve the authenticity of teaching quality evaluation results, more scientific methods must be used to improve the accuracy of evaluation results, For example, the analytic hierarchy process and fuzzy analytic hierarchy process can be used to establish the evaluation index, or radar chart and column chart can be used for the evaluation, or mathematical modeling or discrete analysis method can be used to calculate the evaluation results. At the same time, in the process of formulating teaching quality evaluation standards, the theme should also be cut to the point, i.e. one size fits all, the students and other evaluation subjects should be able to draw their own conclusions from the standard, so as to improve the scientific and accuracy of teaching quality evaluation.

(5) Clarify the true meaning of teaching quality evaluation. To Promote the Perfection and Development of Teaching is the Aim of Teaching Quality Evaluation for Teachers, Instead of intimidating teachers and increasing teachers teaching pressure, schools should strengthen the flow of information within the evaluation system of teaching quality assessment, improve a network system of information return and speed, and ensure that all teachers teaching contents can be fully evaluated, Through teaching evaluation and students feedback, the evaluation results can be fed back to teachers in time, so that teachers can improve their teaching quality, not only as the basis of teachers performance evaluation and reward and punishment to teachers.

(6) To establish a teaching evaluation system that focuses on developmental purposes. The evaluation of teaching quality is only a means, not an end. The evaluation of teaching quality should fully meet the requirements of teacher development in order to play a role. For a new teacher, the initial assessment of his teaching quality can mainly focus on his class status and his personal abilities and potential. As time goes on, the indicators of assessment should also change accordingly. For the teachers with long working life, we should pay attention to the evaluation of their career development planning, and constantly use the teaching quality assessment tool to promote the upgrading of the teaching team and create an outstanding elite team. This kind of sustainable and developmental teaching quality assessment system can let teachers grow up in feedback, constantly find out their shortcomings, pay attention to their own advantages, and make themselves appear a spiral rising state.

References

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