

# *The Study on the Reform of Classroom Teaching Quality Evaluation System in Military Academies under the New Situation*

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**Abstract**—The classroom teaching quality evaluation is an important method and means of teaching quality supervision in military colleges and universities. This paper has analyzed the outstanding problems faced by the reform of classroom teaching quality evaluation system of military colleges and universities, and combined with the basic requirements of the construction of teaching quality evaluation system. Respectively from the aspects of evaluation concepts, methods, indicators and results, put forward the reform opinions and Suggestions with strong maneuvering and high feasibility. It's effectively promoting the continuous improvement of personnel training quality in military academies.

**Keywords**—Military colleges and universities; The quality of teaching; Evaluation system

## I. INTRODUCTION

The scientific evaluation system of classroom teaching quality facilitates the examination of teaching effect and the improvement of teaching level of teachers; It is easy to find the gap between the students' study and the army's demand, and improve the students' comprehensive ability and overall quality. It is convenient for higher authorities to understand the teaching situation, check the omissions and fill in the gaps, and carry out targeted guidance. However, for a long time, most of the research on the evaluation of classroom teaching quality in colleges and universities is only the analysis of the main components of classroom teaching, and it still stays on the basic functions such as the examination and identification of teaching quality, and excessively pursues teaching skills and teaching techniques while ignoring the teaching process and the learning state of students<sup>[1]</sup>.

With the further deepening of the reform of national defense and the army, it's difficult to guarantee that the teaching quality evaluation system in the past is completely consistent with the needs of a certain institution at different stages of development. Therefore, this requires push the reform of teaching evaluation system of military academies and schools, tries to combine different stages of the development of college teachers of specific movements and forces the current actual demand, with the focus on the construction and reform of classroom teaching evaluation, to guide and promote college personnel training quality enhances unceasingly.

## II. THE CURRENT PROBLEMS OF CLASSROOM TEACHING QUALITY EVALUATION

### A. The problem of old and backward evaluation concept

For a long time, many colleges and universities neglect the quality of education development in conception, school characteristics, and faculty of law, the problem of growth. In the hope of ready-made, fixed classroom teaching evaluation standard, ignore the faculty, the difference of disciplines, students differences, but also to the classroom teaching quality evaluation results.

### B. The problem of Evaluation methods become mere forms

At present, the army colleges and universities use to more steering and expert evaluation, student evaluation of teaching as the main body of evaluation methods. there are some school uses a variety of evaluation methods, such as departments leadership evaluation, self-evaluation of faculty, teaching management personnel evaluation, faculty evaluation study, etc., but most of these evaluation approach to each teaching link to form an organism. Moreover, in practical application, the results of these evaluation methods have not been fully included in the classroom quality assessment system, and some of them even affect the objectivity of the final evaluation. And most colleges and universities have not really adopted independent institutional evaluation<sup>[2]</sup>.

### C. The problem of evaluation index curing dogma

The evaluation index of classroom teaching quality is the core of the evaluation system of classroom teaching quality. Whether it can reflect the actual classroom teaching quality objectively and effectively depends on whether the evaluation index of classroom teaching quality can truly reflect the actual teaching situation. However, at present, most colleges and universities do not set up evaluation index systems of different categories according to the internal differences of disciplines, majors and courses as well as the composition categories of teachers, ignoring the diversity, individuality, creativity and other characteristics of classroom teaching. In addition, the design of teaching index system is lack of openness, the basic selection of some quantitative selective problems, the lack of open problems. To express the evaluation results in a quantitative form, the final result is only an empty and abstract

ranking or score, which is difficult to achieve the purpose of promoting classroom teaching.

#### *D. The problem of insufficient evaluation result application and feedback*

Many colleges and universities deal with the evaluation results of classroom teaching quality only by grading the teachers one by one, then adding up the evaluation scores of the teachers, and finally taking the average score as the final score of the evaluation of the teachers. This method of grading lacks consideration of differences and incomparability between evaluators and courses. Moreover, most colleges and universities adopt a conservative approach to publicize the evaluation results, and only the personnel of the leadership can know the relatively complete evaluation results. At the same time, the feedback of teaching evaluation results is also lack of timeliness. The evaluation results of the teachers are often obtained after the end of the course for a long time, so that the teachers cannot timely and effectively obtain the evaluation results, and cannot better improve and improve classroom teaching based on the evaluation results in the teaching process of the new semester. In addition, in the classroom teaching quality evaluation, there is a general phenomenon of emphasizing results over process, insufficient attention is paid to the teaching behavior of teachers, the evaluation results are also lack of in-depth analysis and processing, few or no targeted guidance work, has not achieved the purpose of promoting teaching<sup>[3]</sup>.

### III. BASIC PRINCIPLES OF THE REFORM OF CLASSROOM TEACHING QUALITY EVALUATION SYSTEM UNDER THE NEW SITUATION

#### *A. The principle of objectivity combined with pertinence*

The objectivity means that the evaluation of classroom teaching quality must be practical and realistic, and the subjective feelings of the evaluator should be avoided to the greatest extent. The orientation is that classroom teaching evaluation should be conducive to the accomplishment of the current talent training objectives of colleges and universities, aiming at continuously improving the professional skills of teachers to meet the current needs of personnel training in military posts. Classroom teaching evaluation of military colleges and universities should take into account the principle of objectivity and direction. Classroom evaluation should not only objectively standardize the teaching behavior of teachers, but also guide teachers to keep close to the army and actual combat.

#### *B. The principle of combining scientificity with operability*

The scientific means that classroom teaching evaluation must conform to the objective law of education, the evaluation index system can be able to reflect all the indicators of teachers' classroom teaching quality, and the evaluation result analysis should conform to the scientific statistical law. The operability means that the evaluation activities can consistent with the actual situation of colleges and universities, and the establishment of the index system can reflect the opinions of the evaluation subjects. The two should be dialectically united to ensure the credibility of the evaluation results and to make the evaluation simple and easy<sup>[4]</sup>.

#### *C. Combine quantitative analysis with qualitative analysis*

The quantitative analysis mainly USES the direct evaluation score to the factor index achievement degree, and then USES the statistical method to carry on the objective statistics to the collected data. And qualitative analysis has irreplaceable function to the object which is difficult to be quantified, and can give the deep guidance to the teaching of teachers. Therefore, the evaluation of classroom teaching quality should combine quantitative analysis with qualitative analysis for comprehensive and objective evaluation.

### IV. SUGGESTIONS ON DEEPENING THE REFORM OF CLASSROOM TEACHING QUALITY EVALUATION SYSTEM

#### *A. Establish correct evaluation concept*

The different understanding of classroom teaching quality evaluation will lead to different evaluation results. Therefore, to change the traditional "for evaluation and evaluation" concept, not only will the classroom teaching quality evaluation as the evaluation of teachers teaching performance, more emphasis on the improvement of teaching and promote, must set up "to promote teaching, teaching is learning through evaluation of new ideas, make to participate in the teaching evaluation of personnel" teaching, learning, and "three aspects of teaching work has a more comprehensive and clear understanding. So as to achieve through evaluation, teachers can timely grasp their teaching situation, students can timely express their will to learn, management personnel can timely guide and guarantee the development of teaching, mutual promotion, mutual optimization, so as to achieve continuous improvement of classroom teaching quality, ensure the quality and effect of talent training<sup>[5]</sup>.

#### *B. Set up a professional evaluation institution*

The college shall establish an evaluation institution with the school-level leaders in charge of teaching and student work as the principal and deputy directors respectively, the person in charge of educational affairs and the directors of relevant departments and the backbone of teaching as the main members. To study relevant systems and implementation methods such as classroom teaching evaluation methods and indicators, guide the establishment of a scientific classroom teaching quality evaluation system, and promote the development of classroom teaching quality evaluation toward specialization and scientificization.

#### *C. Construct multiple evaluation methods*

The subject of classroom teaching quality evaluation not only includes both sides of classroom teaching, but also all departments related to the process of classroom teaching activities, such as teachers, students, supervisors and experts. The evaluation can not only give play to the active initiative of the evaluation subjects, but also promote the communication and cooperation between the subjects. Therefore, the evaluation method of multiple evaluation subjects should be constructed, and corresponding teaching quality evaluation forms need to be developed according to the professional title level of teachers and the nature of courses (theoretical courses or practical courses, etc.): teaching evaluation form for students, mutual evaluation form for teachers, teaching

evaluation form for supervision group and self-evaluation form for teachers.

#### *D. Develop a scientific evaluation index system*

The evaluation of classroom teaching quality is the evaluation subject's value judgment of classroom teaching quality according to certain indexes. In order to improve the scientific nature of evaluation and achieve the expected results, it is necessary to establish a scientific and reasonable evaluation index system, which is also an important prerequisite for the smooth development of evaluation activities.

Due to the specific circumstances of different universities, even within the same university, different disciplines and majors have their own characteristics. In addition, due to the differences of students themselves, there is no absolute indicator system for classroom teaching quality evaluation, but only a relatively dynamic indicator system.

Therefore, in the design of the evaluation index system, the first is to clarify the evaluation purpose, so that the evaluation index and the evaluation purpose are consistent, grasp the main indicators affecting the evaluation object, consciously ignore some of the influential but secondary indicators, to achieve the organic unity of comprehensiveness and emphasis. Secondly, indicators need to be easily understand and operable. Different indicator systems should be set according to the level and level of different evaluation subjects, so that evaluation subjects can accurately understand the connotation of indicators, facilitate data collection, analysis and quantification, and enhance the effectiveness and objectivity of evaluation. Third, the indicators should not blindly "apply doctrine" or "exclude" due to the school measures. Neither blind pursuit of perfection nor imperfection of the index system should be allowed; Neither the requirements are too high, nor the accommodation, should be based on their own conditions of running schools and personnel training objectives, from their own reality, to determine a more practical evaluation index system<sup>[6]</sup>.

#### *E. Establish an efficient evaluation information feedback mechanism*

The processing of evaluation results of classroom teaching quality is an important link of classroom teaching evaluation activities, and the correct processing of evaluation results is the key to improve the quality of evaluation, which will directly affect whether the evaluation function can be fully played. Therefore, in the process of classroom teaching quality evaluation, both the summative evaluation and the process evaluation should be emphasized to ensure that the evaluation results should be timely and accurately feedback to the teaching and "play the guiding role of evaluation".

A multi-channel information feedback mechanism should be established to evaluate the classroom teaching quality of full-time teachers by combining various levels of teaching inspection, student evaluation and teaching activities, combining educational affairs staff and graduate students' feedback of teachers' teaching activities and assisting in the form of teaching exchange meetings. In practice, we should pay attention to prevent the phenomenon of "heavy inspection,

light feedback", timely feedback evaluation information to teachers through the educational administration management system or network office system, and urge teachers to improve teaching quality<sup>[7-9]</sup>.

In addition to sorting out and analyzing the evaluation information and giving feedback on the results, we should also do a good job in the post-evaluation investigation and education tracking, so that the feedback on the results can produce the desired effect. To collect all the teaching units of information feedback, listen to the views of all the teaching units and reflection, let everyone put forward the problems existing in the evaluation and improvement, and constantly improve the classroom teaching quality evaluation work, in the end, the formation of "teach - review " closed loop, the teaching quality of classroom teaching quality evaluation really promote the effective promotion.

#### V. CONCLUSION

Cultivating high-quality military personnel is the key to the reform of colleges and universities and the urgent need for the formation of combat effectiveness of the army. So as to cultivate high-quality military personnel of the main body, the army college classroom teaching evaluation system to speed up the pace of reform and adjust the evaluation idea, perfect the teaching evaluation method, an advanced scientific evaluation method, perfect the evaluation rules, in the continuous accumulation of practice experience, lessons learned, ultimately achieve the purpose of effectively improve the teaching quality of colleges and universities.

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