









## Conclusion

In the evaluation of the teaching mode, we use the analytic hierarchy process to establish the mathematical model, and quantitatively analyse the qualitative questions. We can receive the evaluation results more objectively, reduce the subjective judgment to some extent and make the results more reliable. We can conclude that the teaching mode of university mathematics integrated into mathematics experiment is better than the traditional teaching mode from the calculation results.

Judging from the current situation, there still exist some problems following in carrying out the teaching mode in a wide range.

(1) For the traditional teaching, some people think that mathematics experiment takes too much time to complete the teaching plan. In fact, mathematics experiment in university mathematics teaching not only lies in the search for mathematical knowledge itself, but also in the application of mathematical knowledge. It is an attempt to reform mathematical system, content and method. This is beneficial to the cultivation of the initiative, creativity and team spirit of students, to improve students' overall qualities. Mathematics teaching mode adding to experiment is not to replace other teaching mode, but is a good supplement to the traditional teaching mode. Mathematical experiment study which can be applied for a long time is in accordance with the requirements of quality education.

(2) In the conventional mathematics teaching, teachers who develop mathematics experiment face many challenges from professional quality aspects. On the one hand, we must study and improve the knowledge on computer, because more and more computer knowledge will be used in the mathematics experiment, even to use the knowledge on simple program sometimes. On the other hand, teachers should have extensive mathematical knowledge and stronger research ability in accordance with the quality requirements of teachers.

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