

Construction of Evaluation System of Practical Teaching Quality in Applied Undergraduate Colleges

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Abstract: In recent years, teachers' teaching evaluation has been widely concerned by many scholars and practitioners. In the past teaching activities, teachers simply respond to "good" or simply repeat the words of college students when evaluating students' performance, so the rigid and unwise evaluation method can not only highlight the professional level of teachers, but also play a role in promoting the development of college students. In the teaching activities of college students' garden, teachers should not only master rich professional knowledge, understand the characteristics of college students' physical and mental development, but also have flexible practical wisdom. Therefore, teachers' organizational ability and adaptability in teaching activities become an important symbol to measure teachers' professional development level.

1. Effective Language Evaluation

"The good behavior of college students to give more specific, targeted affirmation and praise, so that he has a sense of their strengths and strengths and feel satisfied and proud. This fully illustrates the importance of teacher evaluation to the healthy growth of college students. The teaching evaluation of diversity can not only effectively improve the teaching activities, promote the teaching process and improve the teaching effect, but also enhance the self-esteem and self-confidence of college students, so that college students can correctly understand themselves and promote the healthy growth and sustainable development of college students. In many years of teaching practice and research, the author summed up a lot of teaching evaluation forms, mainly reflected in the following four aspects: language evaluation, body action evaluation, material reward evaluation, opportunity reward evaluation.

In the process of teaching, the most commonly used form of teacher evaluation is language evaluation. However, teachers should try to get rid of the meaningless and invalid evaluation methods such as "good" and "great" in the past, and should improve the effectiveness of the evaluation, pay attention to the content of language evaluation, maximize the characteristics of randomness, flexibility and timeliness of language evaluation, and guide college students to carry out effective learning activities positively and actively.



Figure 1 Teaching practices

1.1. Targeted Language Evaluation

Teachers' language evaluation should be targeted, first of all, we should get rid of the arbitrariness of evaluation. Sometimes, in order to ensure the normal conduct of teaching activities,

to avoid extraneous branches, teachers will appear the phenomenon of random evaluation of college students. However, if teachers only pay attention to the progress of the curriculum smoothly or not, ignoring the growth of college students in the activities, it will appear to avoid the heavy. Only by taking college students as the main body, paying attention to the details of college students in all aspects of their activities, and effectively responding to college students, can teachers really improve their ability in all aspects. Therefore, targeted evaluation is an effective form of language evaluation based on teachers focusing on the response details of college students.



Figure 2 Teaching practices

1.2. Encouraging Language Evaluation

Encouraging language evaluation is widely used in activities, and its application is more common, such as: when college students have self-breakthrough, college students' answers do not fully grasp the key points, college students' answers are unexpectedly good, teachers want to make college students' answers deeper, and so on.

For example, in a math activity, the teacher led the college students to observe the change of the number of small black on the picture, when Kai Rui said his findings truthfully, and the language expression was complete and fluent. The teacher knew that Kai Rui's character is more introverted, encouraged to say : " Wow, today Kai Rui's attitude to answer questions is very positive, and the speech is very complete, really good ah! If you speak louder so that everyone can hear your wonderful answer, that would be great. Next time you answer louder! She nodded confidently. This kind of encouraging evaluation can not only respond positively and positively to the answers and performance of college students, but also make college students find their own advantages and disadvantages, and find the direction of future efforts under the guidance of teachers, so that they can perform better in their future activities. It can be seen that encouraging language evaluation can not only help college students who answer questions to get more comprehensive development, but also drive other college students to find the direction that should be worked hard, it can be said to kill two birds with one stone.



Figure 3 Teaching practices

1.3. Promoted Language Evaluation

Because of the limitation of vocabulary and life experience, the language of college students is often more cumbersome and can not express the phenomenon of their own observation and

discovery in clear language. At this time, if teachers can give promotion and summary in time, it will make the thinking of college students more clear, the logic of thinking will be greatly improved, and the language will be more abundant.

For example, In a math activity, The teacher shows the breakdown of number 5, Ask college students to share their findings. A college student stood up and said , " I found that there are 1,2,3,4, There are four, three, two, one. Apparently, The college student has discovered the pattern of numbers, But I don't know how to express it, That's why I' m listing the numbers on both sides. At this point, The teacher responded , " Oh, Do you want to say that in the decomposition of 5, The numbers on one side are getting bigger and bigger, The numbers on the other side are getting smaller from 4 to 1." College students happily said : " Yes !" In this case, Teachers can skillfully use the teaching opportunity to summarize and promote the discovery of college students in time, To recapitulate the findings of college students in more standard and clear language, Not only do college students who answer questions feel relieved, Got the right expression, And it makes it clear to other college students, You know how to express it when you encounter a similar problem.

2. Evaluation of Teachers' Body Movements

Of course, it is unrealistic for teachers to evaluate college students' answers in the form of language every time. Therefore, we do not encourage the use of the form of language evaluation in the face of some performance and answers with lower evaluation value of college students. So, under what circumstances is the evaluation value lower? The common cases of low evaluation value are: low difficulty questions, simple answers, no need to describe the problem, the performance of the operation of college students, the state of listening to college students, and so on. In the face of these differences with the activities themselves or the focus of the activities, if teachers frequently use the form of language evaluation, not only appear teachers language instigation, but also affect the overall activity fluency. To this, teachers can use the form of body movement evaluation. The evaluation methods of body movements are rich and diverse, practical and efficient, and teachers can use them flexibly according to the specific situation in the teaching process.

For example, in the course of teaching, teachers may ask college students to recite poems together. At this time, some college students with strong language expression ability can recite poetry fluently and coherently, while others with weak language expression ability or not active in activities can not recite completely. To this, the teacher can timely to recite better college students thumbs up, or with a smile to touch his head, pat his shoulder, or give them a nod, a smile, a hug, a look, and so on. These are a silent action evaluation of college students, which can not only achieve the effect of evaluating college students, but also do not interrupt the normal progress of teaching activities, and the practicability and effectiveness are very strong.

3. Material Reward Evaluation

College student garden teaching is faced with a very special group, therefore, material prizes for these 3~6 years old college students have a strong appeal. Teachers timely and moderately carry out material rewards, can play a very large incentive role in the group of college students, can maximize the enthusiasm and initiative of college students to participate in activities, and quickly stimulate other college students to focus, actively and actively participate in the activities. For example: give a small sticker to the college students who focus on participating in the activities, give a small red flower to the students who answer the questions loud and complete, give a small candy to the college students who actively raise their hands to speak, and so on. These are very effective, practical and common forms of evaluation.

Of course, teachers should pay attention to the following two points in the use of material reward evaluation: first, the number of times to use should not be too frequent, because the frequent use of material reward is easy to make college students rely on psychology, resulting in the psychology that they must receive prizes as long as they perform well, link everything with matter, and lose the spontaneity of participating activities. Second, the prize setting should be based on the standard of

thrift, choose valuable, meaningful prizes, because too extravagant, luxury prizes are easy to make college students compare psychology, teaching activities themselves and the development of college students have a greater negative effect.

4. Opportunity Incentive Evaluation

Opportunity reward evaluation is also more common in college students' gardens. The effect advantage of this kind of opportunity reward is similar to material reward evaluation, and it is also a kind of incentive evaluation form, which can better stimulate the enthusiasm and initiative of college students to participate in activities, and at the same time, it can restrain the standardization of college students' participation in activities. In teaching activities, teachers can reward those college students who perform well and progress according to their performance, such as operation, display, demonstration or answering questions, on the one hand, they can achieve the purpose of evaluation, on the other hand, they can also restrain the standardization of college students' participation in activities.

For example, in teaching activities, when teachers need to invite college students to carry out operation demonstration, they can choose the college students who operate the norms, abide by the rules of the activities, and explain the reasons to other college students. In this way, other college students who have not been invited will carry out self-reflection and self-correction, to strive for the opportunity to demonstrate and restrain their own state, follow the rules of activities.

5. Summary

To sum up, in the teaching activities of college students' garden, teachers' teaching evaluation is diversified, which not only helps the development of individual or group of college students, but also plays a positive role in promoting the professional growth of teachers themselves. It is worth noting that in the use of diversity teaching evaluation, teachers should adhere to the principle of not affecting the normal development of teaching activities, try to avoid the situation of evaluation for evaluation or to interrupt the progress of teaching for evaluation, and let teaching evaluation serve teaching activities.

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