

answers, daily homework, The usual grades and practical situations are included in the assessment scope, and students' learning attitude, progress, and learning results are comprehensively assessed. The unit carries out innovative experiments, allowing students to think independently and explore learning on the basis of cooperative learning, so as to cultivate students' computer practice skills. In addition, use the online examination system to carry out staged training, carefully design the test question bank, increase the proportion of innovative questions and application ability assessment in the computer final exam, and strive to take advantage of the wide-ranging, large-scale, multi-difficulty test questions and strict examinations. Comprehensively reflect the students' application skills and knowledge, in order to understand the teaching situation and improve the quality of teaching.

To sum up, the importance and necessity of innovation and optimization of computer teaching mode based on modern educational technology. This requires teachers to actively explore the reform path of computer teaching in colleges and universities in the actual teaching work, conscientiously summarize the experience of computer teaching reform, strive to find a scientific development path as soon as possible, continuously improve the theoretical and practical ability of computing teaching in schools, and complete computer teaching quickly and well.

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Increasing the rating of teachers in educational institutions of China

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Annotation:

The article deals with the issues of increasing the rating of a teacher in China. It is shown that his pedagogical abilities have a significant influence on him. The rating of the teacher depends on a weighted self-assessment, on the interaction between teachers and students.

Evaluation of teachers of PRC educational institutions is an important part of university management, which to a certain extent reflects the idea and aspiration of the school that they play a leading role in the overall development of the school, the individual development of university teachers and the overall quality of university students. Theoretically speaking, it should perform the functions of guidance, motivation, diagnosis and identification. There are still some problems in the concept and value orientation of the assessment, the system and objectives of the assessment, the content and method of the assessment, as well as the quality of the assessment methodology.

The work of teachers has obvious characteristics of individual recreation, and the thinking, motives, emotions, value judgments and personal style of teachers have a particularly obvious effect on students. Education is a process of spiritual encounter, and trained teachers often have their own unique personal charm. And in order for students to imitate, this is exactly the brightest place in the life of a teacher. Proper assessment of teachers is a relay baton that stimulates the labor enthusiasm of teachers and contributes to their professional growth.

It is extremely difficult to make a comprehensive and scientific assessment of the teacher's activities, and the assessment of his educational and methodological work should be comprehensive, from different points of view. It is necessary to consider the factors of «quality», and also consider the factors of «quantity», in order to promote the improvement of teachers' qualifications. It is also necessary to consider factors for improving management efficiency.

In terms of assessing indicators of teachers' basic skills (speech style, teaching level, degree of initiative, etc.), learning process (learning content, teaching methods, learning goals, etc.), learning effect (learning effectiveness, exam results etc.) and research level (number of published scientific articles, etc.) are the bases in the assessment. In terms of assessment methods, student assessments, teacher self-assessment and peer assessment are mainly used. Admittedly, Chinese universities have formed a teacher development assessment system, but there are still some problems. Therefore, it is necessary to optimize the development of college teachers in China.

Colleges and universities should also strengthen teacher education and training, encourage teachers to have more communication and interaction, achieve common progress and development, and send teachers to study for higher degrees, improve theoretical quality, promote teaching ability.

Teacher rating is a very complex and important activity, and its complexity is largely determined by the specifics of teacher rating. The correct assessment of the work of teachers is an incentive measure designed to stimulate the labor enthusiasm of teachers and contribute to their professional growth. Therefore, we believe that only by using a model for teacher evaluation, paying attention to the relationship between experience and its increase, combining the current situation, the situation in the school and the situation with teachers, and combining quantitative and qualitative evaluation, teacher development evaluation can properly evaluate teachers.

Promoting teacher development through assessment and evaluation for teacher development is the most fundamental goal of teaching evaluation. Using «stimulus» means mobilizing the enthusiasm of teachers to improve the quality of education. Education should contribute to the development of both teachers and students.

In order to conduct teacher ratings in a comprehensive and objective manner, teachers are typically assessed across multiple channels and across multiple subjects. The main forms of rating in China are as follows:

Teacher self-assessment. Teacher self-esteem means that teachers find problems in education and teaching and strive for their own professional development and change as a result of their professional activities. Self-examination, improving the quality of education and teaching, in order to achieve the process of self-improvement.

Teacher self-assessment plays an important role in improving the professional qualifications of teachers and improving the quality of education and teaching. This is an internal mechanism for improving the quality of teachers' work and promoting their professional self-development. Intrinsic motivation is more stable than extrinsic incentives. As a dynamic mechanism for self-development, self-assessment is a fundamental motivation for the professional development of teachers.

When teachers conduct self-assessments, the most common problem may be that they often rate themselves too high or too low. To this end, we must adopt some strategies to deal with problems that may arise in teacher self-assessment. These strategies mainly include:

- there is a deviation in cognition, and the correct evaluative representation is not formed;
- the assessment is not in-depth. When you discover problems and think about them, they remain only on the surface, which is difficult to continue deeper;

– formalism. It is undeniable that there is a serious formalism in the current evaluation of teacher self-esteem by teachers, forming a trend of "self-esteem for the sake of others", ignoring the basic truth that "assessment of others" ultimately needs "internalization" of "self-esteem" in order to achieve the goal of evaluation.

Mutual rating of teachers. The question of whether peer review can improve the quality of teachers' work is closely related to the quality, level of evaluation, and fairness of the peers themselves. To change the single evaluation subject in the past, it is required to combine self-evaluation and mutual evaluation. Peer evaluation can promote communication among teachers, create a good atmosphere for teachers' professional development, and stimulate teachers' creativity and enthusiasm for academic activities.

Rating of teachers among students. Students are one of the subjects of teacher evaluation. Although the level of professional knowledge of students is not equal to that of teachers, it is impossible to evaluate teachers from a professional perspective, but students, as the object of teacher education, will have their own performance on teachers' teaching and teacher ethics in the process of getting along for a long time. Evaluate. Students' evaluation of teachers' teaching has many functions and advantages. Through students' evaluation of teaching, teachers can see the degree of impact of teaching activities on students, identify gaps, and continuously improve the quality of teaching; teaching evaluation work directly sets up teaching and learning. The bridge of communication between the two parties and the participation of students in the evaluation can better reflect the main body status of students. Through students' evaluation of teaching, teachers are guided to consciously abide by the norms of teacher ethics and strive to become good teachers loved by students.

Teacher Development Rating. Teacher Development Assessment is a future-oriented assessment that aims to promote the development of teachers. The evaluation of university teachers is an important part of the management of university teachers, while the evaluation of teaching work is a challenge. The purpose of teacher development assessment is to promote professional development of teachers, all-round development, personal growth and rapid growth.

Developmental teacher evaluation takes evaluation as a means to improve teachers' professional skills and professional knowledge, and guides teachers to be modern people with modern educational ideas and adaptable

to modern educational development and social development through developmental evaluation.

The concept of development is integrated into the design of evaluation indicators, the implementation of evaluation process, and the use of evaluation results. The evaluation system should be constantly revised and improved, and strive to make the evaluation results more reasonable and fair. Developmental teacher evaluations focus not only on the results, but also on the process by which teachers implement their teaching work.

Assessment of learning abilities. Developmental teacher evaluation takes evaluation as a means to improve teachers' professional skills and professional knowledge. Through developmental evaluation, teachers are guided to be modern people who have modern educational ideas and adapt to the development of modern education and society.

The purpose of evaluation is to promote teachers to clarify their goals, to induce and release their potential, to ignite their enthusiasm for realizing their own values, to inspire them to self-reflection, self-regulation and self-improvement, and to greatly mobilize teachers' enthusiasm, initiative and self-improvement. Creativity, teachers' mental state has undergone great changes, from the blind waiting in the past to actively seeking development. The concept of development is integrated into the design of evaluation indicators, the implementation of evaluation process, and the use of evaluation results. The evaluation system should be constantly revised and improved, and strive to make the evaluation results more reasonable and fair. Developmental teacher evaluation not only pays attention to the results, but also pays more attention to the process of teachers' implementation of teaching work.

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Independent work of students in conditions distance learning

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Annotation:

Recently, especially after the pandemic, much attention has been paid to the concept of "independent work of students" in pedagogical activity.