The Construction of Computer Teaching Evaluation System for Higher Vocational Education Guided by Innovative and Entrepreneurial Ability

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Abstract: According to the requirements of the National Medium and Long-term Education Reform and Development Plan, the training of students' innovative and entrepreneurial ability in higher vocational education in the new period should be strengthened. In the process of computerized teaching and training in higher vocational colleges, it is necessary to construct a good teaching evaluation system to realize the teaching objectives. By reforming the teaching idea, carrying out the new educational guiding ideology, improving the teaching techniques and forming the ability to promote the development of students' teaching evaluation system. The promotion of the overall development of students' quality is a good way to enhance students in the future real social competitiveness.

Innovation and entrepreneurial ability is the key ability of modern college students to survive. Vocational students in the market and its rapid employment are related to the overall quality, innovation and entrepreneurship of students. [1] Computer subjects as a basis for the professional skills necessary skills, is almost every vocational college students' compulsory subjects, but the current higher vocational education computer teaching is facing some problems. China's higher vocational colleges and universities computer teaching development is slow, teaching evaluation system is seriously out of line, resulting in the current high efficiency of computer teaching in our country. With the improvement of educational philosophy in our country, the current vocational education should not only be limited to the cultivation of professional talents, at the same time, innovative entrepreneurial ability is also a measure of vocational students' important indicators. Under this educational idea, combined with the actual characteristics of computer teaching, how to construct a computer teaching evaluation system which can train students' creative innovation ability is very important. Good teaching evaluation system is an important factor to ensure the quality of teaching and teaching efficiency.

The connotation and core content of the computer teaching evaluation system of higher vocational education based on the innovation ability of entrepreneurship

The main teaching goal of the computer specialty course in higher vocational education is to train
the vocational college students with the professional competence of the computer and the practical ability of the practical computer. The students can realize the future work, life and study through the computer-related subjects in the vocational colleges. At the same time, vocational students can provide effective help to other related courses by learning computer subjects, so that the computer subjects become a high school students to learn the tools and practical work in the future skills. In the teaching process, we should only grasp the core educational idea of "cultivating high-tech talents with entrepreneurial innovation ability", and train high-tech computer talents to meet the requirements of contemporary society. It is necessary to pay attention to the construction of the teaching and evaluation system in the course of the construction of the teaching evaluation system. Combining with the actual situation of the teaching of higher vocational education, it is necessary to ensure the fairness of the teaching system. On the basis of a fair and reasonable mechanism to accurately reflect the specific learning ability of vocational students and real-time learning status, to seize the core education of vocational education training policy, a comprehensive evaluation of all aspects of the overall quality of students and capacity. The teaching evaluation system can promote the students' innovation and entrepreneurship and so on. The teaching evaluation system has a positive effect on the improvement of teaching quality. The goal of constructing computer teaching evaluation system in higher vocational education is to reflect the actual teaching quality. In the process of evaluation, the three main contents are as follows: evaluation of teaching quality, evaluation of students'academic achievement and evaluation of students' innovation ability.

**The current status of computer teaching evaluation system of higher vocational education**

International vocational education in the developed countries, for the relative education of professional subjects there is a professional teaching quality evaluation agencies, using regular vocational schools in various disciplines to conduct a unified assessment, and based on the needs of market demand for vocational schools personnel training direction of the views of the school according to the views of professional institutions to develop appropriate teaching training programs to ensure the quality of vocational education teaching. In contrast, the current vocational teaching evaluation system in China is a separate vocational system, because different school has various teaching evaluation system. Combined with the current teaching evaluation system on the "training with entrepreneurial innovation ability of vocational students," the implementation of the status quo of vocational colleges, computer evaluation system for higher vocational summary has been found that the system has not been improved, but still exposed some serious problems, as follows:

At present, the evaluation system of computer teaching in higher vocational colleges regards
computer as a purely theoretical subject, and only quantifies the students' academic performance in the evaluation process. The evaluation of teachers' teaching quality and students' comprehensive quality are not paid much attention. The individual's entrepreneurial innovation ability cannot be effectively promoted, which neglects the systematic system of teaching evaluation, and only pays attention to the unilateral objective performance of the students. The credibility of the evaluation results is not high, which cannot achieve the objective evaluation of students’ computer learning status goals, and effectively improve and develop computer teaching.

In the process of evaluation, the students' knowledge subject are considered to be the most important thing, which neglects the reality of the practical application of the talents directly connected to the higher vocational education from the practical application standard planning. The evaluation of the students in the process of emphasizing the use of skills and professional knowledge, lacks professional ethics, entrepreneurial innovation, teamwork and other practical evaluation of the quality of the evaluation of teachers in the level of teaching, focusing on the teacher's teaching results, the teachers' curriculum planning and design, and the research of the curriculum, and lacks attention to the students' creative ability and the development of the innovation ability are not conducive to the improvement of the teachers' vocational teaching ability.

Higher vocational computer teaching evaluation arrangements in the semester computer teaching completed later, concerned about the results of teaching, often overlooked the process of teaching evaluation, so this evaluation model is not conducive to the improvement of the current teaching, and evaluation of the specific results of the implementation has the slow progress. Teaching evaluation over-emphasizes quantitative evaluation methods, ignoring the complexity of teaching evaluation, emphasizing the quantitative analysis and comparison of the various qualities of the qualitative evaluation. [3] In the specific evaluation process, the evaluation of the reference object is the absolute quantification of the digital statistics, but lacks attention to the differences in the teaching process, so the overall personality differences cannot be effective in the detailed evaluation of the detailed evaluation. At the same time, in the process of evaluation, the main body of participation is the management department and the corresponding responsible teacher. As the subject of teaching acceptance cannot participate in the evaluation, the evaluation angle of the evaluation, the student's subjectivity in the evaluation process cannot get effective play, which have some drawbacks for the promotion of teaching all-round improvement and upgrading.

To create innovative ideas for the development of computer-based teaching evaluation system construction ideas

With the development of entrepreneurial innovation ability as the orientation, the computer
evaluation system of vocational colleges refers to the three factors that can be effective in the evaluation of the teaching quality of teachers, the evaluation of students' academic performance and the development of students' innovative ability. In order to construct the computer teaching evaluation system of higher vocational education based on the cultivation of students' entrepreneurial innovation ability, the following principles should be met for the current problems in the curriculum evaluation system of higher vocational computer:

In the computer teaching evaluation system construction process, it is necessary to integrate the computer professional training objectives in the professional positions required knowledge, skills and quality to build evaluation index system. [4] Evaluation indicators should come from the actual teaching practice, and clarify the specific meaning of the indicators and the standard, so that the indicators do not repeat each other and do not conflict with each other at the same time, to ensure that teachers and students can understand exactly. There are many factors that affect the teaching of computer, which are both quantifiable and partly non-quantifiable. To this end, in the process of determining the main factors of teaching evaluation, the evaluation of individual factors should be minimized, to ensure that the evaluation process of teaching objective, fair and reasonable.

The purpose of constructing the evaluation system of computer teaching in higher vocational education is to make a scientific evaluation of the teaching result and the students' learning situation, to clarify the teaching situation and to prepare for further improving the teaching quality. On the other hand, it is a good way to test the "Ability of vocational students" educational philosophy in the actual teaching process of the implementation of the situation, to ensure that personnel training can be oriented towards the direction of the concept of talent development, focusing on training high-quality, entrepreneurial innovation with talent. Indicators should take full account of these two aspects of the content, to play its guiding function of teaching objectives. In the process of setting up specific indicators, the requirements for students' innovation ability should be increased, to ensure the clarity of teaching objectives in teaching process and to improve teaching efficiency.

The teaching training objectives of higher vocational college is to train high-quality talents with professional skills, who are able to meet the needs of social enterprises employment. Therefore, in the teaching the ability to cultivate students with professional skills must established to enhance the overall quality of students to cultivate the concept of core talent education, while in the construction of teaching evaluation, indicators should highlight the talent training requirements. For computer subjects, students must have an independent computer operating capacity, in some of the computer has strict requirements of the profession, students should have the appropriate level of computer capacity.
The construction of vocational computer teaching evaluation system guided by innovation and entrepreneurship ability

The computer is a technically relatively strong professional discipline, so a good teaching evaluation system is to establish an entrepreneurial innovation ability of vocational computer talent training system an important part.

First of all, it is necessary to play the status of the student's subjectivity, through the establishment of computer teaching information representative. Also, online teaching evaluation methods should be set up to encourage students to actively participate in various forms of teaching evaluation activities. Secondly, the establishment of standardized teacher evaluation mechanism, because the teacher has a similar knowledge background. In addition, in the teaching leadership supervision level, the teaching leadership inspection should be increased, with random lectures, as well as teaching plan inspection, to better supervise the teaching and to play its supervisory role.

Higher vocational computer teaching has its own special connotation and extension, the computer evaluation standard choices should be considered. According to the characteristics of the discipline of the computer science, the proportion of the practice operation in the evaluation standard should be improved, and the corresponding knowledge content should be reduced. The teaching activities to promote the development of students' comprehensive ability should be given extra points to encourage students to innovate in the teaching process. At the same time, the relevant qualification certificate of the computer discipline is also an important teaching evaluation standard, and the computer teaching quality of the class are evaluated by assessing the student's computer professional skill certificate. The grade of teachers can also reflect the teaching ability of teachers, and the evaluation indexes can be introduced in the process of teaching evaluation.

References:
