

Research on Evaluation Method of Professional Development of Teachers in Application-Oriented College under the Background of Educational Informatization

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Abstract: With the development of higher education, teachers in colleges and universities with different technical orientations shoulder different teaching tasks, and the evaluation on teachers' professional development is also facing many pressures. Based on this, this paper puts forward the evaluation methods of professional development of teachers in application-oriented colleges under the background of educational informatization, including strengthening the informatization infrastructure to adapt to the development of educational informatization, consolidating the theoretical basis to promote the combination of training and tutorial system, and improving pre-service education and lifelong learning to ensure the professional advancement of teachers in application-oriented colleges.

Keywords: Educational informatization; Application-oriented; Teachers in colleges and universities; Evaluation on the professional development

1. Introduction

Nowadays, China has already entered a new era of socialist economy, and the process of social and economic development has also entered a new normal period. In order to deepen the reform of continuing education in an all-round way and further promote the reform of educational organization in colleges and universities, it is necessary to take cultivating applied talents suitable for the development of socialist economy as a starting point. In October 2015, the Ministry of Higher Education, the National Development and Reform Commission and the financial and economic departments jointly issued the "Relevant Suggestions on leading Local Colleges and Universities to change into Applied-Orientation colleges and universities"[1], which provides orderly guidance to regional local colleges and universities which have the ability and unique transformation opportunities, and promotes more than 700 regional local colleges and universities to gradually embark on the reform road of training talents for applied Majors. In recent years, China's socialist economic transformation has gradually entered a vertical and in-depth development link. The functions of social transformation is also manifested in many aspects, including the related concepts of social development, a series of adjustment mechanisms of economic operation,

and the improvement and innovation of industrial orientation. Thus, lifelong education is required to keep abreast of the new needs of the development of the times, and we must not stick to the traditional and old concepts. Intelligent, informative and educational trends are remarkable. Continuing higher education is becoming more and more closed to the process of social and economic development. The sustained development of continuous higher education specialization in some colleges and universities in China is inseparable from the support of socialist economic development, and the long-term development of socialist economy is bound to be inseparable from the intellectual support of professional education in colleges and universities [2]. At the same time, in the 13th Five-Year Plan of China, it has mentioned that "efforts should be made to develop the specialization of higher education and to build a lifelong education training system for all the people in the society". It can be seen that China attaches great importance to the healthy development of higher education specialization, which has become the key goal of higher education reform and innovation. In this way, in the current trend of socialist economic transformation and development, the professional education in colleges and universities plays an extremely important role as seen in the following table.

Table 1. Unbalanced Evaluation of Teachers' Professional Education Development in Colleges and Universities

| Problem perspective | Problems | Influence Factors |
|--------------------------------|--|--|
| Enthusiasm in running a school | Most colleges and universities have high enthusiasm, but only a small number of colleges and universities lack certain enthusiasm. | Cognitive degree and social recognition degree |
| School policy | Most colleges and universities adopt incentive policies. | Uneven distribution of resources |
| Consummate System | A considerable part of colleges and universities lack scientific and systematic management system. | Short development time and the lack of historical details. |

2. Evaluation Method of Teachers' Professional Development in Application-Oriented Colleges and Universities under the Background of Educational Informatization

2.1. Strengthening infrastructure construction of informatization to adapt to the development of educational informatization

Because of their inherent openness, communication and strong information resources reserve, educational information skills can effectively stimulate and activate the potential of each link of evaluation on the teachers' professional development in applied colleges and universities, and effectively promote to solve the problems of lack of flexibility, freedom and informatization in students' development. On the other hand, educational informationization can also fully meet the practical needs of intellectualization of teachers' professional development evaluation, so that teachers can become a truly practical learner and researcher, in other words, a self-learning researcher [3]. Due to the rapid development of educational informationization, the closeness and exclusiveness of traditional schools and the dullness of the learning process will no longer become a learning restriction. Its connotation is shown in the following figure.

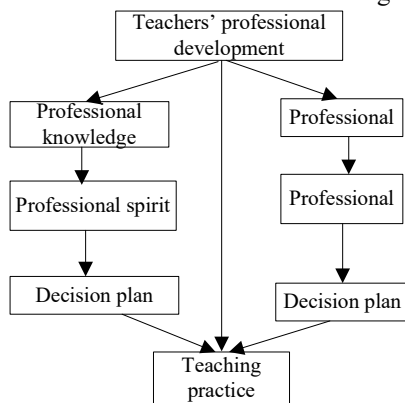


Figure 1. Connotation of Teachers' Professional Development

Education informationization based on the "internet +" provides a certain degree of possibility to learn and

live for the students as well as the possibility to carry out autonomous scientific research for teachers in schools. From the internet, teachers can learn knowledge which can be learnt in schools in different regions and which are more abundant and updated knowledge than that in their previous schools. Moreover, teachers with self-determination ability can select and combine their own learning knowledge with innovative methods they like, so as to form their own unique learning structure and cognitive perspective, and form their own unique teaching form and style creativity. Strengthening the infrastructural construction of educational informationization is a prerequisite for promoting the evaluation of teachers' professional development in application-oriented colleges and universities. Many teachers' professional development evaluation in application-oriented colleges and universities is restricted by the imperfect infrastructure of educational informatization, and cannot provide the necessary conditions for the long-term healthy development of colleges and universities [4]. Due to the continuous improvement and development of information infrastructure in the evaluation of professional development of teachers in application-oriented colleges and universities, the relevant essence, links and paths of the evaluation of teachers' professional development in application-oriented colleges and universities have a long-term and scientific development. For example, the development prospects of digital schools provide a broader and more convenient platform for the future development of students and teachers, which effectively improves students' learning enthusiasm and teachers' enthusiasm for work, and strengthens their basic quality and professional ability. Nowadays, there are still quite a number of evaluations of teachers' professional development in application-oriented colleges and university being constrained by the imperfect infrastructure of educational informatization, making it unable to provide students and teachers with scientific and effective digital teaching resources. As a result, the development of teaching and academic research lacks a certain degree of innovation and cannot achieve better service for students.

2.2. Strengthen the theoretical basis and promote the combination of training and tutorial system

If teachers want to complete a better teaching content, they must take the solid theoretical knowledge as the teaching foundation. Teachers who lack of basic theoretical knowledge or educational level must be encouraged to continue their studies and strengthen their theoretical knowledge ability. They can continue the for a full-time master's degree, make full use of spare time to study independently to study the relevant theoretical knowledge of basic education, actively exchange teaching experience with peer teachers, and seriously study the authoritative papers and works of academic experts, etc. All of these can also help teachers to lay a solid theoretical foundation for future work, learning and personal improvement. On the one hand, school training can also be used to improve teachers' self-teaching practice level and basic ability, such as regular lectures or academic seminars. Teachers must pay attention to the lectures given by experts and scholars in the field, and pay attention to the active communication and interaction with experts and famous teachers. After listening and observing, teachers should consult and communicate with the surrounding teachers or famous professionals in time to update the academic trends, teaching ideas and learning modes of the academic circles. On this basis, teachers should be guided to write teaching plans combining with their years of teaching experience in school education. Through continuous study, work and reflection, teachers can improve their professional ability, teaching methods and teaching skills. On the other hand, the tutorial system can also be used in time to improve the basic teaching ability of newly recruited teachers. Veteran teachers with rich teaching experience will be arranged to act as educational instructors for newly recruited teachers, so as to stimulate the enthusiasm of new teachers in teaching. In the writing of teaching programs, especially in the front line of practical teaching, new teachers can be guided to quickly adapt to the front line of school education and teaching work in a short time. The tutor can also instruct many new teachers at the same time, and arrange fixed time and place to carry out activities such as scientific research and teaching to discuss the difficulties which new teachers encounter in class teaching. The basic abilities of newly recruited teachers can also be improved by launching teacher skills contests such as giving lectures, taking lectures, fragmented lectures and teaching plan design. Under the background of educational informationization, the evaluation of teachers' professional development in application-oriented colleges and universities should not only emphasize the explanation of basic theoretical knowledge of education and teaching, but also be related to the practical teaching process of education and teaching. It can use teaching discussion groups, teaching case explanations, academic lectures, experience exchange seminars, expert interviews and other ways to carry out [5]. It can also regularly cooperate with other institutions

of higher learning, educational institutions and scientific research organizations. The effective cooperation between theoretical knowledge researchers and school teachers can be achieved by means of on-the-job teaching, regular discussion and cooperative discussion. In this way, teachers can be effectively assisted to solve many problems encountered in the process of evaluation of teacher's professional development, and narrow the gap between theoretical knowledge and teaching practice.

2.3. Perfecting pre-service education and lifelong learning to ensure the professionalization of teachers in application-oriented colleges and universities

There are a series of strict regulations in the relevant laws and regulations of our country that college teachers must carry out pre-service education for a certain period of time and stage before entering the post and it is necessary to obtain certificates of qualification and completion., Pre-service education is a practical education that combines academics with educability organically. It is necessary for the state to carry out effective macro-control and establish the theoretical knowledge and practical teaching curriculum structure which are necessary for the professional education ability of colleges and universities teachers. Strengthen the relationship between basic theoretical knowledge of education and practical teaching ability, construct a scientific and reasonable training system of educational practice, and strengthen the relevant theoretical knowledge and teaching practice of teachers' basic education, so as to strive to improve the level of training the professional ability of teachers' in colleges and universities [6]. Teachers in colleges and universities who have owned the professional educational ability also should always adhere to the concept of lifelong learning. In the evaluation of teachers' vocational education development, it has been mentioned that the vocational development of teachers' professional education ability is a lifelong and dynamic organic process. For teachers in colleges and universities, lifelong learning has become the main way to achieve professional level of their basic abilities. As a result, pre-service education has become a basic condition for professional teachers to acquire teaching skills, and lifelong learning has become a prerequisite for teachers to achieve professional standards. Therefore, the important reference standard for the evaluation on professional development of teachers in colleges and universities is to strengthen the cognitive concepts of pre-service education and lifelong learning. Evaluation on teachers' professional development has already become the extension and broadening of traditional teacher education teaching and on-the-job training of modern teachers' skills. It is a forward-looking system of teachers' basic education teaching ability as well the basic way to develop teachers' professional ability in basic education and teaching around the world.

3. Conclusion

This paper analyses the evaluation methods of professional development of teachers in application-oriented colleges and universities under the background of educational informationization to realize the design of this paper. It is expected that this study can provide a theoretical basis for the evaluation methods of professional development of teachers in application-oriented colleges and universities under the background of educational informationization.

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