Research on Teaching Methods and Methods of Innovative Education Teaching under the Condition of Informationization

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Abstract: Today, with the rapid development of Internet, communication, information and computer technology, information technology has penetrated into various fields and promoted the reform and development of all walks of life, including education and education systems. In the face of the rapid development of the information age, college education has ushered in new requirements and new hopes. This paper will take the status quo of teaching supervision evaluation in colleges and universities as the starting point, analyze the practical problems in the existing supervision work of colleges and universities, and put forward the reasons why the informationization technology must introduce informationization in the process of teaching supervision, and try to analyze the use and penetration of information technology in the teaching supervision of colleges and universities. Ideas. I hope that I can use information technology to improve the efficiency and value of college supervision and give full play to the theoretical role of college supervision.

1. Introduction

The supervision work of colleges and universities is the most basic means of self-development, self-improvement and self-evaluation of colleges and universities. It is an important part of college education, and it guarantees the protection and improvement of teaching quality for colleges and universities. It can be seen from practical experience that the role of teaching supervision is very important, including incentives, reference, guidance and supervision. Teaching supervision began in 1922, and scholar Bolton pointed out that teaching supervision is an activity that can effectively improve the quality of teaching. Based on the modern education theory, it can be seen that the teaching supervision needs to take the teaching quality as the core, cut through the different teaching links, solve the deviation problems in education in the supervision, evaluation, inspection and feedback guidance, and can guarantee the quality of education in colleges and universities. The quantity provides the corresponding basis.

2. Current status of teaching supervision evaluation in colleges and universities at the present stage

2.1 Overview of teaching supervision

The functions of supervision are reflected in three aspects: supervision, supervision and supervision. Facing the development of the times, today's college supervision actually reflects the role of supervision. These jobs have a positive impact on the development of colleges and universities.

Systematized and informatized teaching supervision can well find out the problems in education and teaching. At the same time, it provides constructive guidance for the sustainable development of colleges and universities. Teachers' teaching ability, professional level and professional quality will also be well received. growing up. It can also provide reasonable growth advice for the healthy development of students and help improve their learning literacy. In addition, the supervision work can also be used for school environment construction, teaching facilities construction, etc.[1].

2.2 Problems in teaching supervision

The current problems in the domestic teaching supervision work mainly involve the following aspects:

2.3 Team building

In many colleges and universities, there is actually no teaching management team dedicated to supervision. The supervision teams formed by some schools are actually more from the old teachers who are about to retired but still want to contribute to education. . These old teachers and old professors are knowledgeable, have rich teaching experience, and have teaching feelings, but the application of information technology is relatively lacking[2]. Although some supervising teachers have outstanding teaching ability, they do not have the ability to apply new information technology, and still adhere to traditional evaluation methods and evaluation methods.

2.4 Despise the supervisor

Some supervisors have been very serious in the examination of the teaching situation, but in fact there is no effective advice and comments for teachers' teaching activities. Of course, most supervisors can give reasonable and objective advice, but most of the recommendations are based on the supervisory staff's rich teaching experience and outstanding teaching ability. The differences in individual abilities of teachers in different professions and fields are also different if the experience and level of the teacher are not considered[3]. Direct supervision is often done by means of error correction. Many supervisory suggestions cannot be a boost to the growth of classroom teachers. Teachers have no self-development ability and self-development awareness.

2.5 Simple way, single content

Many college supervisors still use random sampling and random lectures to carry out their work. The content of the survey can only reflect the classroom teaching order, the preparation of teaching materials, the progress of the teaching and the effect of the students' lectures, and the review of the teacher's teaching competition. Teaching supervision can only provide simple inspection suggestions for teachers' teaching, and complete reasonable comments on classroom atmosphere and teaching order. However, there is a lack of planning inspection and supervision in the general direction of curriculum construction, professional construction, and teaching reform. It can be seen that the teaching supervision seems to be complete, but in fact it lacks the whole process of monitoring the teaching work. It does not directly cut into the problems that affect the key points of teaching quality. It can not guide and supervise the teaching improvement, and play the role of teaching supervision.[4].

2.6 Evaluation effect is limited

The teaching supervision and teaching evaluation of domestic colleges and universities only target the teaching behaviors for teachers, including teachers' Mandarin, blackboard, teaching ability, teaching attitude, classroom teaching organization, teaching effect, teaching methods, teaching material processing ability and so on. It can be seen that teaching supervision ignores the attention of students[5]. The considerations were not placed on the external dimensions of education, such as student attendance. This kind of supervision process neglects the reasonable evaluation of the students. It does not refer to the students' performance in the classroom. It is impossible to grasp whether the students are truly integrated into the classroom, and do not understand the specific mastery of the students' teaching content. This low-level, sub-level assessment is not scientific, and it is impossible to play the role of supervision and help to improve the quality of students' learning.

2.7 Low efficiency of rectification

At present, many college supervisors will choose to meet face-to-face with classroom teachers after class, and convey teaching supervision information and feedback. Most of this information is qualitative analysis and does not reflect the quantitative analysis requirements[6]. In addition, the limited range of feedback information and the lag of information feedback, it is difficult for the

teaching quality management department to refer to the teacher's teaching ability and attitude, which seriously affects the role of teaching supervision. Therefore, it is necessary to build an information system, improve the ability of information collection, processing, induction, analysis and release, complete a set of teaching supervision information feedback and teaching rectification, so as to ensure the maximum expression of teaching supervision.

3. The use of information technology to improve the quality of teaching supervision and evaluation

In 2012, the Education Supervision Regulations issued by the Ministry of Education clearly pointed out that the deepening reform of teaching supervision is an inevitable way and choice for the development of the education system in the future. Of course, due to limited information processing capabilities and poor communication, the actual problems of current teaching supervision are very prominent and the effectiveness is not high. Therefore, it is necessary to use information technology to improve the efficiency and quality of teaching supervision. Colleges and universities need to use the information platform to provide channels for supervision, ensure information processing capabilities and processing effects, and actively play a supervisory role.

3.1 Information application necessity

3.1.1 Guarantee the quality of supervision information processing

Supervisors can use the information platform and mobile internet to participate in the classroom lectures of every teacher anytime and anywhere, and use the school monitoring system to complete the record of the teacher's teaching process. These materials can be used as a basis for analyzing teacher teaching activities. Informatization supervision can also complete the reading and storage of supervision materials. The electronic model improves the storage capacity of the supervision materials, improves the efficiency of supervision, and realizes the systematic filing and cost control of the supervision materials.

3.1.2 Improve information processing efficiency

The core of informatization teaching supervision is information technology. The database can provide enough space for supervisors to store supervision materials, analyze the rationality of data, and formulate long-term development evaluation system. The online questionnaire can control the data entry and the time of the questionnaire. In addition, the software-level services provided by network information technology can more effectively complete the analysis and processing of questionnaires, that is, the supervisors can use digital technology to simultaneously perform multiple task operations, and improve the feedback ability and feedback timeliness of supervision information. Many quantitative data have been analyzed and combed in time in this process, and these data will become an important basis for school teaching management decision-making.

3.1.3 Improve the professionalism of staff

The form of information-based teaching supervision uses the network to complete the sharing and summary of supervision information and front-end information. "Education Informationization Decade Development Plan (2011-2020)" pointed out that "informatization of higher education is an effective way to promote reform, innovation and quality improvement of higher education, and is the innovation frontier of the development of education informationization." All are old experts, old scholars, and old professors. Although these supervisors have very good theoretical literacy and rich educational experience, they do not understand the current popular educational organizations, educational forms, and educational methods at home and abroad. In order to improve the quality of supervision work, it is necessary to improve the quality of supervisors. Informatization technology enables administrators and supervisors to better grasp the cutting-edge dynamic teaching theory and teaching organization content. Supervisors can post this information to the network and share it with other supervisors to continuously improve the quality of supervisors and achieve their own vision and professional quality.

3.1.4 Solve the problem of supervision work

The problem of current supervision work is very prominent, and information technology can improve these situations and problems well, and complete the rationalization of supervision education.

First of all, for the problems of professional structure, we can use information technology to carry out remote recording and broadcasting. Many experts and professors complete the supervision and evaluation of the course together. Young teachers can serve as supervisory secretaries, responsible for the issuance of supervision cases and the digitization of information. That is to say, using information technology, old teachers and young teachers have carried out close cooperation with each other, which has ensured the rational use of information technology. Secondly, for the problem that the information in the supervision mechanism is not timely and the feedback is unreasonable, you can choose to establish the WeChat group. All the supervisors exchange information with the masses and feedback the information in real time. The treatment effect is not in-depth treatment can choose to use the Internet or mobile Internet communication means to talk about students, the supervisor uses WeChat, QQ or small program questionnaire to understand the students' learning and learning needs. In addition, classroom teaching evaluation lacks the problem of peer evaluation, and can also use remote recording to complete peer evaluation. If the evaluation is not scientific, an online platform can be set up, and other students are invited to participate in the evaluation of teaching, helping the teachers to understand their teaching problems and teaching changes from different angles. There are limited and single situations regarding the way of supervision. The teacher's teaching video can be analyzed using the previous recording system. Then use the supervision platform to share and analyze the video to develop training recommendations that are more suitable for the growth and development of teachers. With cross-supervising, that is, multi-school joint supervision, improve the quality of supervision and enrich the supervision mode. Finally, for the problem of small coverage of supervision and small work, information technology can be used to complete the collection, collation and analysis of classroom teaching information. The supervision information will be released to the network platform at the first time, and many supervisory teachers and supervisors will comment together to improve Supervise effectiveness.

3.2 Teaching supervision informationization

The supervision system needs the support of the construction and supervision website of the professional. The supervision website needs to have modules such as system maintenance, information disclosure, information analysis, information inquiry, information collection and information statistics. These systems need to embody new media technologies and maximize the role of information technology.

3.2.1 Construction supervision website

The supervision website is the premise of the supervision activities. In order to play the role of the supervision website, the supervision website needs to be combined with the campus network system to provide teachers and students with an interface for supervising website registration. The interface of the supervision website should include functions such as system maintenance, information release, information statistics, information analysis, information inquiry, and information transmission. These functions are subdivided into academic warnings, teacher warnings, resource pushes, information announcements, and course appointments.

The inquiry sub-module of the information module is within the allowable range, and all the supervision experts, lecture teachers and relevant department leaders can use this system to obtain the supervision form, supervision briefing, supervision and evaluation. The collection module of the information module is responsible for the information admission and collection of students, teachers, supervisors, supervisors and leaders, including various evaluation information. Evaluation information needs to be entered directly by the evaluator. The system provides quantitative analysis of information for supervisors and teachers. For example, in the teaching, the supervisor first inputs

the classroom observations and information statistics, and then obtains the corresponding icons. After that, the supervisor can import the interactive information of the classroom video analysts to understand the learning situation and learning needs of each student. The publishing system can present the teaching resources, supervision briefings, supervision forums, supervision expert messages, briefings, work dynamics and other data to the public. These data are an important basis for the supervision expert group to analyze the teaching situation of teachers.

3.2.2 Use new technology and new media to create an interactive platform

In order to ensure that teachers and students can get better communication channels in the supervision platform, they need to use new technologies and new media to build an interactive platform. For example, QQ group, WeChat group, mobile applet, etc. In addition, in order to constrain the activities between the supervisory members and the students, it is necessary to establish communication rules. For example, after the construction of the supervision platform, relevant supervision information will be released at any time. Teachers and students can exchange and feedback in the message platform. Supervisors and students give relevant suggestions for teachers to adjust their educational ideas.

4. The trend of teaching reform and the direction of supervision reform under the background of the Internet

The process of supervising the lectures cannot make a correct judgment and reasonable analysis of all the information. For example, some students did not show sleep, use mobile phones or other activities during class, but they still did not take classes seriously, and they put their minds in the classroom, or the way teachers explained could not mobilize students' interest in learning. These issues are also the factors that need to be considered in the supervision of work innovation. Under the influence of the development of intelligent technology, colleges and universities are constantly facing new problems in education, but in the final analysis, it is necessary to return the students' attention to the classroom.

The emergence and popularity of information technology seems to bring some problems to modern education, but it is not absolute. The problem comes from the use of methods and attitudes. The combination of smartphones and the Internet can actually improve education. For example, using the Internet to learn online or online to acquire MOOC and micro-curricular resources, online teaching is a useful supplement to the teaching content of the school class. This teaching method utilizes the most convenient and efficient communication tools for young college students, and can meet the learning needs of students and the teaching requirements of teachers. Students can complete the review and summary of knowledge after class, and collect information resources to interact with other students and teachers. Information technology is not only a new teaching method and teaching method, but also a platform and medium for interaction and exchange with other students and teachers.

5. Conclusion

Under the infiltration and role of information technology, the domestic college education model is undergoing earth-shaking changes. Teaching supervision has been upgraded from assessment, supervision and inspection to assistance, reform, evaluation, assessment and supervision. Regulatory supervision is an inevitable development trend in the future education sector. In order to meet the requirements of the times, and to better promote the development of education, it is necessary to intervene through the use of information technology to play the role of supervision, supervision, supervision, supervision and supervision. Using teaching supervision to promote the popularization and improvement of informationization in colleges and universities, improve the quality of college education, and guarantee the quality of college education. Only by truly playing the role of supervision can we continuously improve the professional quality and teaching ability of teachers, grasp the characteristics of current education and teaching, and promote the scientific

development of college education.

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