

# Research on Teaching Quality Evaluation of Practical Training Courses in Higher Vocational Colleges

Lu Li, Ran Zeng, Lu Liu

Qingdao Hengxing University of Science and Technology, Shandong Qingdao, 266000

---

**Abstract:** With the continuous improvement of education level in our country, training students' professional practice ability has gradually become the most important task in the teaching of schools in each stage. Higher vocational education is an important base for cultivating high-quality applied talents. Through the teaching of students' practical training courses, students' ability to apply their knowledge to practical problems can be improved, thus promoting the two-way development of students' comprehensive quality and knowledge and skills. In order to achieve this teaching goal, the teaching quality evaluation methods of students' practical training courses have also been modified in major higher vocational colleges, hoping that vocational students can provide help for their future social life while learning professional practical skills. Based on this, this paper first expounds the importance of the development of vocational practical training courses and the evaluation of curriculum teaching quality, and secondly, it hopes to provide active help for relevant research on the reform strategy to promote students to fully develop the teaching quality evaluation of vocational practical training courses.

**Keywords:** Application of practical ability; Teaching objectives of higher vocational colleges; Higher vocational training courses; Teaching quality evaluation

---

## 1. First, the importance of practical training courses in higher vocational colleges

With the rapid development of China's social economy in recent years, the pace of social modernization construction and information development is also accelerating, and the demand for technical personnel in the social market continues to increase, and the technical personnel trained under the traditional exam-oriented teaching can no longer meet the objective requirements of the construction of the new era. The cultivation and cultivation of practical ability has been widely concerned by the society. As an important base for the output of applied talents, the teaching results of higher vocational colleges are directly in line with the social market demand. In order to ensure that higher vocational colleges can output high quality applied talents, higher vocational educators should constantly strengthen the cultivation of students' practical ability. "The Development of Higher Vocational Education" once put forward: "The current stage of China is in the critical period of social modernization construction, at this time is in need of a group of workers with good quality and practical skills to join the social modernization work, higher vocational colleges as the largest base for the birth of practical talents, to strengthen the practical ability as the key to teaching." It can be seen that the development of practical training courses in higher vocational colleges is very important to improve the practical training ability of higher vocational students and meet the needs of high-quality talents in the modernization of today's society. On the other hand, the implementation of practical training courses also has positive help for higher vocational students to stimulate their interest in learning and understand professional knowledge. The implementation of practical training courses in higher vocational colleges has a clear purpose, that is, to carry out practical quality training for students in higher vocational colleges, so as to improve their practical application ability. Through the improvement of the emphasis

## 2. The function of constructing teaching quality evaluation system of practical training courses in higher vocational colleges

The construction of the teaching quality evaluation system of practical training courses in higher vocational colleges has certain

similarities with the teaching evaluation system in conventional colleges, which is to improve the overall teaching quality of the college. At the same time, the previous teaching quality evaluation system of vocational practical training courses has been unable to meet the requirements of the rapid development of the current era for the practical training ability of vocational talents. Integrating the teaching quality evaluation system into the teaching process of vocational colleges' practical training courses can effectively improve the seriousness of vocational educators in carrying out practical training courses. Guide teachers to find out a series of factors that are not conducive to the improvement of students' practical ability in the course of practical training, and then find appropriate teaching means to carry out practical training course teaching in higher vocational colleges. In addition, through quality teaching evaluation, teachers can analyze and summarize the learning status of students in higher vocational colleges, so that vocational students can identify their shortcomings in the learning process of practical training courses, and guide students to carry out targeted exercises according to their lack of skills, so as to promote the improvement of practical application ability of students in higher vocational colleges.

### **3. The problems existing in the process of teaching evaluation of practical training courses in higher vocational colleges in China**

#### **3.1 The main body of teaching evaluation of practical training courses in higher vocational colleges is too simple**

In the current teaching evaluation process of practical training courses in higher vocational colleges in China, students are usually the objects of evaluation, and teachers give corresponding evaluation for students' learning process of practical training courses, such as students' inattention, love to skip classes, do not actively answer questions, do not complete practical assignments in time, etc. Teachers will conduct ideological education or public criticism on students according to their practical training classroom performance, which will seriously affect students' self-confidence and self-esteem, and completely be "led by the nose" by teachers during the learning process of practical training courses in higher vocational colleges, which will lead students to lose interest in learning practical training courses in higher vocational colleges. In fact, the real teaching evaluation is open, fair and mutual, that is to say, schools and teachers should not blindly evaluate and change students, but should also evaluate and reflect on themselves and rectify in time, otherwise a single evaluation subject will only make teaching evaluation counterproductive, resulting in vocational colleges practical training course teaching evaluation lose its significance.

#### **3.2 The teaching evaluation standards of practical training courses in higher vocational colleges are too one-sided**

Due to the long-term accumulation of educational concepts and cognitive problems, at present, the only reference for most administrators of higher vocational colleges to evaluate the teaching quality of practical training course teachers and vocational students is the students' practical training test scores, according to which students are divided into high and low levels. According to the results of the practical training test, the corresponding teaching quality evaluation of students and teachers is given. However, this backward concept of teaching evaluation standard is too one-sided, lack of factual objectivity, will make the result of teaching evaluation deviate from the reality essence. At the same time, the unfair and impartial evaluation of students will also cause a serious blow to students' interest in learning practical training courses, and even lead to the phenomenon of "high score and low ability", which is very unfavorable to the improvement of students' practical application ability and the evaluation of teaching quality of practical training courses in higher vocational colleges.

### **4. In order to improve the education level of higher vocational colleges, the strategy of teaching quality evaluation of practical training courses**

#### **4.1 The development of students in higher vocational colleges should be the focus of teaching quality evaluation**

In order to make the teaching quality evaluation of practical training courses in higher vocational colleges more effective, educators in higher vocational colleges should change the focus of teaching quality evaluation from the previous practical ability and application skills assessment to the internal development of students. We should abandon the backward evaluation ideas and the feudal and narrow teaching quality evaluation concepts, not limited to the ability of vocational students to master the practical experience taught in the current practical training classroom, but pay more attention to the discovery and creativity of practical skills in the learning process of practical training courses. Therefore, the evaluation of students should focus on whether

students have enough practical application ability to independently face new challenges and problems in the future development process. It can be analyzed and integrated according to many factors such as students' ability to observe and judge problems when facing unfamiliar problems, their ability to react and deal with problems when developing problems in practice, and their ability to understand theoretical and conceptual knowledge in practical training classes. On the other hand, higher vocational teachers should also guide students to analyze the current situation of their own practical ability in the evaluation process, and identify their shortcomings in practical ability. In this way, students' enthusiasm to urge themselves to learn practical ability can be effectively enhanced, so as to promote the effectiveness of students' practical training classes. Taking students' development as the focus of evaluation effectively changes the previous evaluation theory of "emphasizing reality and undervaluing potential", and can effectively stimulate the learning potential of vocational college students, which is very important for cultivating students' initiative, creativity and learning enthusiasm.

#### **4.2 To change the former vocational colleges practical training course teaching quality evaluation standards**

In the past, the evaluation standards of teaching quality of practical training courses in higher vocational colleges were too simple, which was also very unfavorable to the development of physical and mental cultivation of higher vocational students. Therefore, educators in higher vocational colleges should respect the development process of facts when evaluating students, instead of blindly referring to the requirements of previous plans, and should change their backward evaluation consciousness. Only in the process of carrying out practical training course teaching activities in higher vocational colleges, can the original teaching quality evaluation standards be properly adjusted to maximize the role of teaching quality evaluation and provide better reference for vocational students to improve their own skills, so as to promote the dual improvement of theoretical knowledge and practical application ability of vocational students.

#### **Conclusion:**

Under the background of continuous change and development of education policy, the teaching quality evaluation of practical training courses in higher vocational colleges has become an indispensable and important link in the education process of higher vocational colleges, which plays a vital role in the overall development of students in higher vocational colleges and the improvement of teaching quality in higher vocational colleges. Therefore, as educators in higher vocational colleges, they should keep up with the pace of the development of higher vocational education policies, walk in the forefront of the education era, change the original education methods and concepts of higher vocational practical training courses, strengthen the implementation of teaching quality evaluation of higher vocational practical training courses, so as to guide students in higher vocational colleges to cultivate good confidence in learning and make them better at learning vocational practical training courses. Promote the two-way development of students' quality and ability in higher vocational colleges.

#### **References:**

- [1] Tang Hui, Tang Guiping. Exploration on teaching process management and quality Control of practical training of Higher Vocational courses in Smart Campus [J]. Network Security Technology and Application,2020(01):89-91.
- [2] Guan Xin. Application and Research of Flipped Classroom Teaching Model in practical Teaching [J]. TV university institute of technology, 2021 (3) : 50-53. DOI: 10.19469 / j.carol carroll nki. 1003-3297.2021.03.0050.