

# The Evaluation Indices of Teachers' Teaching Ability

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**Abstract:** *Teaching ability is the core accomplishment of teachers to carry out effective teaching activities, which is related to students' learning effect and all-round development. A teacher with good teaching ability can choose appropriate teaching methods and strategies according to students' characteristics and needs, stimulate students' interest in learning, and guide students to actively participate in the learning process, thus achieving teaching goals. However, teaching ability is a multi-dimensional concept, which covers a wide range, and with the continuous updating of educational concepts and the rapid development of educational technology, the requirements for teaching ability are constantly changing. Therefore, it is of great significance to clarify the standards of teaching ability for teachers' professional growth and the improvement of education quality.*

**Keywords:** Teaching approach; Role of evaluation; Evaluation indices; Teaching ability.

## 1. INTRODUCTION

Teachers' teaching level is very important for students' learning achievements and personal development. Teachers are a vital part of education, and they play a key role in cultivating students' talents. Teachers' teaching level is directly related to students' learning effect. A high-level teacher can provide high-quality teaching content and methods, stimulate students' learning interest and motivation, and thus improve students' learning enthusiasm and initiative. On the contrary, a teacher with low teaching level may make students feel confused and bored in their studies, which will affect their academic performance and interest [1]. In addition, improving teachers' teaching level is also closely related to the development of students' comprehensive quality. Teachers with high teaching level can help students develop good study habits and methods, and cultivate their innovative spirit and practical ability. Generally speaking, improving teachers' teaching level is very important for the realization of quality education, which has great influence on students' learning effect and personal development. How to determine the indicators of teachers' teaching ability is particularly important.

## 2. THE VALUE RELATIONSHIP OF TEACHER EVALUATION

Value orientation is put forward on the basis of certain value relations, different understanding of value relations will form completely different value orientations, so understanding and mastering the value relations in teacher evaluation is the premise and foundation of judging value orientation. From the perspective of ontology, evaluation is people's understanding or reflection of the value relationship. In the evaluation activity, there are two dimensions of relationship: the first dimension is the relationship between the value subject and the value object [2]; The second dimension is the relationship between the evaluation subject and the evaluation object. The evaluation object is the object to be judged by the evaluation, that is, the value relationship between the value subject and the value object. According to the above expression of the relationship between value and evaluation, the relationship between them can be constructed as follows: the first dimension of the relationship is the value relationship, which is composed of the subject A and the object A in the evaluation, such as the relationship between the listener and the symphony of fate. The value relation between the value subject and the value object as a whole is the object B of the second dimension evaluation relation, just like the subjective feeling of the person formed by the relation between the person and the song in the precedent. The actual process of evaluation is the confirmation of the existing value relationship and the significance of the object of value measured according to the needs of the value subject grasped by the evaluator. Therefore, in the evaluation activity, the value relationship as the object becomes the standard and scale on which the evaluation depends, and the evaluator's grasp of the value subject's needs becomes a crucial factor. The relationship composition of teacher evaluation is similar. Teachers are not only the object of value and evaluation, but also the subject of value. Teachers' subject needs and subject value should be considered in teacher evaluation. In the actual evaluation, we are most likely to ignore the self-needs of teachers, that is, the value orientation of teacher evaluation should not only pay attention to the outside world, others' understanding and needs of teacher value, but also meet the needs and pursuit of teachers'

own value. Therefore, the value orientation of teacher evaluation should form the understanding and grasp of the value orientation from the two dimensions of the value relationship: the need of the value subject (including the teacher) and the relationship between the subject and the object of evaluation [3].

### **3. FACTORS AFFECTING THE VALUE INDICES OF TEACHER EVALUATION**

#### **3.1 Teachers' Ability to Use Teaching Technology and Means**

Teaching technology is also an important teaching media. Teaching technology refers to all kinds of material media or material conditions for college teachers to transmit teaching information. It is divided into two categories: conventional teaching means and modern teaching technology means. Conventional teaching methods mainly refer to the intuitive teaching AIDS often used in classroom teaching, including chalk, blackboard, pointer and other teaching AIDS. Common visual teaching AIDS in teaching include charts, blackboard drawings, objects, specimens and models. Modern teaching means refers to various teaching tools that use modern science and technology to transmit teaching information. Including slide projectors, movie machines, televisions, tape recorders, video recorders, language laboratories, program teaching machines, electronic computers and other hardware facilities, as well as software tools such as slides, movies, video tapes, audio tapes, floppy disks and CDs that carry teaching information. Modern teaching methods are mostly audio-visual tools, which provide more information, display richer and more vivid images than traditional technical means, and effectively supplement students' direct knowledge and experience [4].

#### **3.2 Teachers' teaching self-evaluation ability**

Self-evaluation is an evaluation method that should be advocated and valued in teaching evaluation in colleges and universities. Teachers' professional independence and autonomy in colleges and universities are strong, and teachers' self-evaluation is true and objective, which is of greater significance to improving teachers' teaching. Teachers' teaching self-evaluation ability refers to the ability of teachers to objectively judge their teaching practice and teaching effect according to certain standards. Teachers' self-evaluation ability is also teachers' self-reflection ability in teaching. It is manifested in: the ability to reflect on teaching objectives; The ability to reflect on teaching concepts; The ability to reflect on teaching attitude; The ability to reflect on the teaching content; The ability to reflect on teaching methods; The ability to reflect on the teaching effect.

#### **3.3 Teachers' Ability to Raise Students' Interests**

To improve students' interest in learning English, teachers must get rid of the outdated teaching model of teachers as the main body, vigorously advocate the interaction model of students, in order to maximize the improvement of students' English communicative ability. Teachers also need to pay attention to creating a pleasant learning environment in teaching, adopt innovative teaching methods, design interesting teaching content, cultivate students' self-directed learning ability, encourage diverse learning styles, and set goals and reward mechanisms [5]. Through these methods and strategies, teachers can stimulate students' interest in learning English and help them get a better grasp of this international language.

### **4. FUNCTIONAL ORIENTATION OF TEACHER EVALUATION VALUE ORIENTATION**

#### **4.1 Correctly Understanding the Essence of Teacher Evaluation is the Basis for Rational Positioning of its Function**

Teacher evaluation is an activity to judge the actual or potential value of teachers' work. Its purpose is to stimulate teachers' professional development and improve their teaching level. In the traditional teacher evaluation, we often regard the evaluation of teacher's teaching efficiency as the whole result of teacher evaluation, and consider it as the essence of evaluation, which will inevitably lead to the value orientation too pursue the "quantity" of teacher's work, but ignore the improvement of connotation [6]. However, the facts show that the assessment of teachers' teaching effectiveness can not reflect the full value of teachers, but only the measurement of realistic performance. Therefore, only after correctly grasping the essence of teacher evaluation, can we clarify the difference between the essence of teacher evaluation and the assessment of teaching effectiveness: That is to say, teacher evaluation is not equal to teaching efficiency assessment. The teacher evaluation that only carries out teaching efficiency

assessment is to equate evaluation with measurement and evaluate teachers' teaching achievements with quantitative methods. Such teacher evaluation is a factual judgment in essence, while the essence of evaluation cannot only be factual judgment. Evaluation is a value judgment activity based on quantitative or qualitative description. Although his expression is slightly rough, it reveals the essence of evaluation activity, that is, it is a value judgment activity [7]. The essence of evaluation activity is that value judgment is to judge the degree of value of objective things (evaluation objects) according to the needs and desire orientation of the evaluation subject on the basis of fact description. Therefore, value judgment is an activity of unity of objectivity and subjectivity. So-called "objectivity", which refers to the objective description of the evaluated object based on the value judgment of activities, such as description of the teaching body language "subjectivity" refers to the evaluation of the subject of evaluation object "how should" an awareness of the impact assessment results of judgment, reflects the main body of evaluators need and desire. Through the above analysis of the essence of evaluation, we can extend that the essence of teacher evaluation lies in the good and bad, good and bad value judgment activities for the total value of teachers' professional activities. Therefore, teacher evaluation can not only make quantitative judgment, but also value judgment of all the potential and realistic values reflected in teachers' professional behavior. Based on the analysis of the essence of teacher evaluation, we can realize that the value orientation of teacher evaluation cannot be based on fact judgment, but should analyze the value relationship of teacher evaluation based on value judgment, establish a correct value orientation, and guide teacher evaluation to promote teacher professional development as the primary task.

#### **4.2 Correctly Grasp the Ontology and Auxiliary Functions of Teacher Evaluation**

The value orientation orientation of teacher evaluation is not only to take teacher evaluation as a tool to meet the needs of school management and students' development, but also to improve the quality of school teaching. At the same time, teacher evaluation should also serve for teachers' own development and respond to the needs of teachers' professional development [8]. In general, the functions of teacher evaluation are mainly manifested in two aspects: on the one hand, the intrinsic ontological function of teacher evaluation, that is, the incentive and guiding function of teacher evaluation. The incentive function of teacher evaluation is that teacher evaluation can objectively reflect the actual situation and level of teachers' work, accurately point out the advantages and existing problems of teachers to be evaluated, so as to promote teachers to actively carry forward their advantages, overcome their shortcomings, make greater efforts, and motivate teachers to constantly improve themselves. The guiding function of teacher evaluation is the most important function of evaluation. The indices system and evaluation standard of teacher evaluation point out the direction for the improvement and development of teachers, provide effective guidance for teachers to determine their practical goals, realize their professional development, and provide useful suggestions for teachers. On the other hand, teacher evaluation has the external auxiliary function, that is, the identification and selection function of teacher evaluation [9].

### **5. CONCLUSION**

The purpose of the evaluation of teachers' teaching ability is to promote the improvement of teachers' teaching ability, strengthen process evaluation, attach importance to the integration of teaching, learning and evaluation, and pay attention to teachers' real performance and thinking activities in the teaching process. Therefore, on the basis of grading, it is more important to accurately and comprehensively locate teachers' teaching ability, objectively reflect teachers' classroom teaching behavior and characteristics, point out the advantages and disadvantages of teachers' classroom teaching, and put forward specific suggestions for improvement. In addition, it is necessary to explore value-added evaluation, track the development of teachers' teaching ability, give play to the incentive and promotion role of evaluation, and improve the teaching process; We should make full use of information technology to improve the scientific, professional and objective evaluation.

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