

Research on the Evaluation of English Teaching Effect in Higher Vocational Education under the "Internet +" Environment Based on Support Vector Machine

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ABSTRACT. *With the continuous development of social development, Internet technology has also been continuously innovated and researched. The "Internet +" teaching environment based on support vector machine is a new topic in the field of education research. Therefore, this paper is mainly based on the support vector machine for the current Internet background, the research community to carry out evaluation research on the English teaching effect of higher vocational colleges, objectively shows the key issues of English evaluation in higher vocational colleges, and how to break through the limitations of the problems found. The effect of English teaching in higher vocational education.*

KEYWORDS: *support vector machine; internet +; vocational English*

1. Support vector theory evaluation

Support Vector Machine (SVM) is a data mining method based on statistical learning theory. It can successfully deal with many problems such as regression problem (time series analysis) and pattern recognition (classification problem, discriminant analysis)^[1]. It is promoted in fields and disciplines such as forecasting and comprehensive evaluation. According to this definition, it is known that the birth of support vector machine theory is based on the development of traditional statistical theory, The support vector method can optimize the classification surface.

2. Based on the evaluation model of English teaching effect

2.1 Reconstruction evaluation model framework

Teaching evaluation is an analysis process of certain teaching data, meaning and value. Therefore, under the support vector machine theory, in the face of these complicated teaching data, researchers first need to think about how to construct the framework of the evaluation model. In previous studies, some researchers proposed such a construction proposal^[2]: the entire data set is divided into three categories of students, peers and supervisors, and then a support vector machine teaching quality evaluation model is established for each type of sample. Each support vector machine separately maps its evaluation indicators to evaluation results to improve the efficiency of teaching quality evaluation. In the division of the teaching data set, the researchers divided the data set into only three categories. Therefore, such a teaching evaluation model has the following defects: First of all, the lack of teaching evaluation subject data. Although the purpose of teaching evaluation is three, one purpose is to provide reference for learners, one is to provide reference for peers, and the other is to provide reference for supervision. But compared with the learner, it is both the object of evaluation and the subject of teaching evaluation. The reconstruction of the evaluation model framework has two levels of meaning: on the first level, the so-called "reconstruction" refers to the previous research, in the division of teaching data sets, according to the theory of education and teaching Constructing data-related teaching evaluation data types; on the second level, the so-called "reconstruction" refers to the traditional teaching evaluation system, which should be combined with the data analysis method of support vector machine theory to carry out relevant teaching data. Refactoring.

2.2 Construction of evaluation index system

The construction of the teaching evaluation index system is directly related to the influence of the support vector machine theory on teaching evaluation. Therefore, in the construction of the teaching evaluation index system, the existing teaching evaluation system should be combined with the construction of the index system according to the needs of the support vector machine data analysis. In the traditional teaching evaluation index system^[3], its evaluation indicators and their weights are as follows: 1. Decision makers generally evaluate the teaching quality and teaching

effects from the following aspects, and set the scores accordingly, and the teaching design (A1) accounts for 25 Points, of which the teaching goal (B1) is 10 points, the teaching content (B2) is 15 points; the teaching implementation (A2) is 55 points, of which the teaching process (B3) is 30 points, the teacher's literacy is CBS) 25 points; teaching effect (A3) 20 points, of which multi-dimensional effect CB5) 20 points.

However, this teaching evaluation index system can not reflect the actual teaching effect of vocational English teaching: First, vocational English teaching is a systematic teaching practice, it needs to evaluate the ability of English professors^[4], but also should evaluate English learners. Changes in learning outcomes. For example, the process of teaching English in higher vocational education is a process of combining "teaching" and "learning". However, only a small number of indicators in the above evaluation index system involve "study", and most of the indicators are limited to the evaluation of "teaching". Therefore, it is impossible to objectively evaluate students' self-learning ability. Therefore, in this evaluation index system, we should also consider how to incorporate the evaluation of students' self-learning ability and how to use the theory of support vector machine to examine the related problems of students' self-learning ability.

2.3 Specific evaluation process

The evaluation process is generally divided into^[5]: firstly, the support vector machine is used to evaluate the teaching quality of students, peers and supervisors, and the corresponding teaching quality evaluation results are obtained; secondly, the evidence is constructed; finally, the results of the teaching quality evaluation are merged into the final result judgment.

3. Building a core problem based on the evaluation system of teaching effects

3.1 Teaching evaluation theory and support vector machine theory complement each other

(1) The data set of learning. As we all know, because different students have different levels of knowledge, even if the same teacher faces the same teaching

content, his teaching effect will be different. Therefore, the evaluation teaching effect should start from the data collection of learning.

(2) The data set of teaching. There are two main factors that determine the effectiveness of English in higher vocational schools. One is the student's study, and the other is the teacher's teaching. Therefore, while collecting the data, the researchers should also pay attention to collecting the teaching data. The face has the same Students who are knowledge-based, in the face of teaching content with the same tasks, different teachers have different teaching strategies and methods. Therefore, collecting teaching data is conducive to analyzing the teaching ability of different teachers.

(3) Supervise the data set. Teaching evaluation Through the analysis of the data related to learning and teaching, it can not only find the problems existing in the current English teaching of higher vocational education, but also predict its future development trend. Therefore, it also has a supervisory role.

3.2 Support vector machine theory complements other theories

In order to solve the limitations of the theory of support vector machine, in the process of participating in teaching evaluation, researchers also need to make up their own limitations through theoretical complementarity^[6]. The simulation results show that compared with other evaluation methods, 91A1C/ can accurately describe the nonlinear relationship between classroom teaching quality evaluation indicators and evaluation results, improve the reliability of teaching quality evaluation results, and truly reflect the teacher's teaching level.

3.3 Evaluation of the "Internet +" environmental impact assessment core issues

(1) Internet participation in learning. The influence of internet + teaching background on higher vocational teaching is first manifested in the level of students' learning ability training (the cultivation of self-learning ability of higher vocational students is one of the core tasks of higher vocational English teaching, but in the process of vocational English teaching, What is the impact of the Internet + teaching background, and what is the specific impact of it? All of these require the

construction of a data set of Internet participation and statistical analysis to obtain objective results.

(2)The Internet is involved in teaching. In the current practice of higher vocational English teaching reform, relevant teaching resources such as vocational English micro-course, vocational English motto, and vocational English excellent courses all rely on the Internet to participate in the teaching of higher vocational English. Therefore, the construction of the dataset of the Internet + teaching background to participate in the vocational English teaching is particularly important. For example, the emergence of small and micro-classes means the arrival of the era of post-vocational classes in higher vocational schools. Therefore, the reform of small and micro-curricular courses is highly concerned by English teachers in higher vocational schools. The core composition of the small micro-teaching teaching is the teaching video. The video of the small micro-course is used by the teachers reasonably and effectively for the introduction of new lessons, key lectures in the classroom, post-class exercises and professional scene simulation practice. Come to a more flexible and independent learning platform. However, the construction of small and micro-curriculuous resources can not be separated from the participation of the Internet. However, the evaluation of the influence of small and micro-curricular courses on vocational English classroom teaching requires the construction of data sets for Internet participation in teaching, and then can be objectively processed through the support vector machine theory. s answer.

Conclusion

Based on the support vector machine "Establishment of English teaching" in the "Internet +" environment, there are still many core issues worthy of attention. First of all, it draws on the ways and methods of the practice innovation support vector machine of traditional teaching evaluation to participate in teaching evaluation. That is to say, learning is the purpose of innovation, and innovation is the result of reference. The case of the integration of evidence theory and support vector machine theory mentioned above and participating in the evaluation of teaching effects is an example that can be used for reference. Since evidence theory can be combined with it, other educational teaching theories can be integrated with it. Secondly, teaching

evaluation is an important part of teaching management activities. Therefore, it is necessary to carry out objective evaluation and feedback, and to evaluate it is the premise to perfect the current problem. To complete the feedback on the main problems existing, it can reflect the current status of teaching evaluation.

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