

Teaching Quality Evaluation Based on Fuzzy Reasoning

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Abstract:

Based on a review of research on teacher quality evaluation, this paper proposes a teaching quality evaluation method grounded in fuzzy theory. It analyzes the characteristics, advantages, disadvantages, and applicable types of translation documents for assessment methods based on fuzzy evaluation. Taking English translation teaching as an example, the study addresses fuzzy knowledge factors—such as linguistic knowledge, professional knowledge, and historical knowledge in English texts—and constructs a quality evaluation system based on fuzzy reasoning. By applying defined fuzzy evaluation criteria, the research investigates the feasibility of generating objective assessments of translation quality influenced by multiple factors. Experimental results validate the rationality and feasibility of the proposed method.

Keywords:

Fuzzy reasoning; fuzzy evaluation; translation quality assessment.