

Evaluation System for Ideological and Political Education for College English in the Perspective of "Three-All Education"

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Abstract: Integrating ideological and political education elements into College English courses can fully reflect the humanistic and instrumental characteristics of the courses, and also fully play the role of ideological and political education in teaching. The effectiveness of ideological and political education in College English requires the construction of a scientific and objective evaluation system to better enhance the effectiveness of ideological and political education in teaching. By analysing the development status of the evaluation system for ideological and political education in College English, this paper argues the importance of constructing the evaluation system. Combining the ideological and political education teaching goals related to the teaching content, this paper formulates the overall framework and methods of the evaluation system in ideological and political education in College English, providing a reference for better solving the problems encountered in the reform of ideological and political education.

1. Introduction

In "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation", the Central Committee of the Communist Party of China and the State Council have put forward the requirement of adhering to the education of all personnel, the whole process, and all aspects (referred to as "Three-All education"). The ideological and political education work at colleges and universities is an important part of the talent cultivation system, and has very important guiding significance for cultivating students' firm belief in the socialist core values and the belief in socialism with Chinese characteristics. The teaching of college English courses should not only give sufficient attention to the imparting of English professional knowledge, but also pay high attention to the integration of ideological and political education into English courses. With the continuous promotion of the reform of ideological and political education in college English courses, the scientific and reasonable evaluation mechanism can play a role in detecting the degree of implementation of the reform of ideological and political education in college English courses.

2. Role of Scientific and Effective Evaluation System in College English Teaching

In the higher education stage, College English is an important subject with a wide coverage and a long learning cycle. A scientific and reasonable evaluation system for the ideological and political education in College English courses is an important standard for evaluating the effectiveness of the ideological and political education reform in College English. Therefore, establishing a scientific and reasonable evaluation system for the ideological and political education in College English has important practical significance for building the ideological and political education reform.

2.1. Beneficial for Optimizing Ideological and Political Education in College English

Constructing a scientific and reasonable evaluation system for ideological and political education in College English, firstly, can timely analyse and judge the problems and causes that arise during

the implementation of ideological and political reform, and timely find corresponding solutions; Secondly, it also has a certain guiding function, which can effectively measure the ideological and political standards of College English courses, providing evidence for the reform of ideological and political teaching in the course.

2.2. Beneficial for Improving the Teaching Quality of College English

Multi-channel evaluation feedback is a good driving force for regulating and motivating teaching subjects. The comprehensive evaluation and feedback from multiple entities including schools, teachers, students, and society can provide standards and basis for every step of college English teaching through a sound system of norms and incentives. By establishing hierarchical and targeted assessment indicators and key points, teaching activities can be comprehensively evaluated, thereby promoting teachers to design teaching practice activities reasonably based on curriculum ideological and political elements, enabling students to not only acquire language but also improve their own moral cultivation level.

2.3. Beneficial for Deepening the Ideological and Political Reform of College English

The implementation of the evaluation system for ideological and political education in College English is an effective monitoring of the entire process and results of ideological and political education in the course, and an important guarantee for achieving the goals of ideological and political education. Through evaluation, students can continuously recognize themselves, establish confidence, and promote the comprehensive development of their English proficiency in the process of ideological and political education in College English. Teachers can obtain feedback information on ideological and political teaching, reflect on and adjust their teaching behaviour, which promotes teachers to continuously improve their educational and teaching level. Schools can timely understand the implementation of ideological and political education in the course, improve teaching management, and further deepen the reform of ideological and political education in College English.^[1]

Scientific evaluation methods can enhance the comprehensive awareness of ideological and political education among College English teachers, improve the teaching objectives and content of ideological and political education in the course, enhance students' comprehensive quality, and promote the implementation of the fundamental task of "Three-all education".

3. Research Status of Ideological and Political Education Teaching Evaluation System

In recent years, colleges and universities across the country have been actively promoting the reform of ideological and political education teaching in courses, with the aim of enhancing the ideological and political education effects. After reviewing articles on the China Knowledge Network, we found that the research on ideological and political education in College English mainly concentrated on how to effectively carry out ideological and political teaching, how to naturally integrate ideological and political elements into classroom teaching content, and how to organically combine ideological and political education teaching with actual course teaching. However, there was not enough research on the effectiveness of evaluating the reform of ideological and political education teaching. From the perspective of related research on ideological and political education, it is not difficult to understand the reasons for this: the implementation of ideological and political education in colleges and universities is short in history, and the research results are relatively few; the evaluation methods for ideological and political education are diverse, and the evaluation standards are different.

The survey of English teachers on the front line shows that more than 70% of the teachers are in favour of evaluating the ideological and political education in English courses, which indicates that there is a large degree of consensus among English teachers on the necessity of evaluating the ideological and political education in English courses.

4. Construction Strategies of the Teaching Evaluation System for Ideological and Political Education in College English

The goal of reforming the ideological and political education in College English must be achieved through scientific evaluation methods of the implementation methods, implementation process, and implementation effects. The content of the evaluation system for ideological and political education in College English should be given a diversified orientation and practical effectiveness. The evaluation principles, standards, subjects, and methods should be rationally set to reflect its scientific and comprehensive characteristics, ensuring the operability of the evaluation system.

First, by formulating relevant ideological and political education teaching objectives in College English, we can propose evaluation questions. The evaluation standards include professional education objectives (knowledge objectives, professional skills objectives) and ideological and political education objectives (ideological views, values, emotions, etc.). Second, we can design scientific evaluation methods, including political identification, patriotic sentiments, moral cultivation, professional ethics, professional dedication, and joy in learning and mastering knowledge. We can construct a multi-dimensional evaluation framework integrating teacher evaluation, peer evaluation, student evaluation, supervisor evaluation, and social evaluation. Finally, we can improve the evaluation system through scientific and objective analysis of collected evaluation data.^[2] The evaluation principles should adopt scientific and objective principles to enhance the effectiveness of evaluation. The evaluation subjects should be diversified, including schools, teachers, students, and society, reflecting the main trend of ideological and political education evaluation centred on students, guided by teachers, and participated in by the third party of society.

Only by integrating the evaluation of ideological and political education into the entire process of College English, emphasizing the process, diagnostic, and developmental aspects of evaluation, constantly improving its effectiveness, can we ensure the quality and quantity of the ideological and political education goals.

4.1. Update Evaluation Concept

Firstly, from a school perspective, the education supervisory department should actively update the concept and methods of educational evaluation, strengthen supervision and assessment of teaching evaluation, and develop evaluation content and assessment methods that can detect the effectiveness of teaching evaluation. Schools should provide relevant training, special lectures, and extracurricular exchange activities for teachers on educational and teaching evaluation; Schools should also pay attention to formative evaluation of students, increase the content and proportion of formative evaluation, highlight the importance of the teaching process, and gradually change the current situation of teachers and students neglecting formative evaluation and emphasizing summative evaluation. Secondly, teachers should change their outdated teaching evaluation concepts and strengthen their learning and implementation of national education goals and policies. They should actively consider and research the evaluation system for ideological and political education in new College English, gradually explore a more scientific, systematic, and comprehensive evaluation system suitable for ideological and political education in new era courses, and continuously improve teaching effectiveness. Finally, students should not be satisfied with the existing and relatively one-sided teaching evaluation system. They should strengthen communication and exchange with teachers, express their aspirations and demands for improving their all-round development. They should transform passive learning into active learning, passive evaluation into active evaluation, and truly implement the principle of "actively adapting and seeking change".^[3] They should dare to objectively evaluate their own learning effectiveness, dare to truthfully evaluate the learning effectiveness and completion of learning tasks of other students, and dare to truthfully evaluate the teaching effectiveness of teachers, in order to catch up with the trend of educational development in the new era. They should play a leading role, participate in teaching evaluation, actively cooperate with teachers in evaluation, and jointly build a more comprehensive

and reasonable evaluation system to achieve comprehensive development of morality, intelligence, physical fitness, aesthetics, and labour skills.

4.2. Establish a Diversified Evaluation System

Adhere to the diversification of "subject, content, objectives, methods, and standards" in evaluation, focus on building a diversified evaluation system, and strive to achieve the combination of "result evaluation and value-added evaluation, comprehensive evaluation and characteristic evaluation, online evaluation and offline evaluation, and self-evaluation and external evaluation".

4.2.1. Diversification of Evaluation Subjects

In response to the ideological and political teaching objectives of the College English, multiple evaluation subjects such as teacher-student evaluation, peer evaluation, and student evaluation are comprehensively evaluated, and the linkage between the school's academic affairs office, supervision group, college level supervision group, and college leaders is fully utilized. The evaluation content and indicators are refined, and an evaluation system framework is developed to evaluate each link of the ideological and political teaching process of College English.

Firstly, the ideological and political evaluation system for College English requires the design of a multidimensional evaluation index consisting of first level indicators, second level indicators, and assessment points. The first level evaluation indicators are mainly based on the guidance and demonstration of teachers during the teaching process. The secondary evaluation indicators will combine the guiding and exemplary role of teachers in the teaching process, evaluate the effectiveness of integrating ideological and political elements into the teaching process, as well as the reflection of teachers' professional ethics and style. Each secondary indicator is accompanied by specific assessment points and detailed evaluation requirements, such as whether teachers have enabled students to deeply understand the basic content of ideological and political education during the teaching process; whether ideological and political elements can be naturally integrated into teaching, whether it can guide students to establish correct worldviews, outlooks on life, and values, whether it can help cultivate students' patriotism and professional ethics, and whether it can improve the educational effectiveness of College English.^[4] The evaluation system for ideological and political education in College English collects information from the academic affairs office, supervision group, peers, students, and society. Teachers are assessed based on specific assessment points and evaluated whether they meet the corresponding indicators required by the evaluation system. Tracking and statistics are conducted on students' school and employment situations, and their academic performance is evaluated. Follow-ups can be conducted on employed students to understand their situation.

4.2.2. Optimize Evaluation Modes and Methods

One aspect is to optimize the evaluation mode. Adopting an evaluation model of "written test + oral test + group discussion + online self-directed learning + performance of characteristic activities + homework + classroom participation", achieving a high degree of combination of formative evaluation and summative evaluation. A new evaluation model based on "evaluating the learning process + evaluating the teaching process + evaluating extracurricular learning" should be adopted, extending teaching evaluation beyond the classroom, enriching assessment forms, effectively monitoring in class and out of class learning and teaching processes, and improving in class and out of class learning efficiency. The second is to innovate the evaluation method. Empirical and humanistic methods should be combined, and various methods such as interview, discussion, observation, questionnaire survey should be comprehensively adopted, to conduct vertical and horizontal comparative evaluations of students.

4.3. Improvement Measures

By conducting questionnaire surveys and interviews, the feedback from College English instructors and non-English major students on the effectiveness of the evaluation system for ideological and political education in College English can be collected. In order to achieve the goals

of ideological and political education in the course, the various indicators and assessment points of the evaluation system should be continuously improved, the objectivity and impartiality of the evaluation results should be enhanced, the advantages and characteristics of the new curriculum ideological and political evaluation system should be furtherly summarized, its shortcomings should be identified and improved to make it more practical and effective.

5. Conclusion

A scientifically effective evaluation system for curriculum ideological and political education can accurately and objectively assess the strength of curriculum ideological and political reform, and enhance the synergistic effect of integrating ideological and political education into curriculum education. The scientific evaluation method can monitor and improve the strength of curriculum ideological and political education reform, and promote the effectiveness of curriculum ideological and political education in educating people. To integrate the evaluation of the effectiveness of ideological and political education in the curriculum into the new era teaching evaluation system, and effectively implement the fundamental task of "cultivating virtue and educating people", the educational goal of "integrating ideological and political education into every course, teachers all pay attention to educating and nurturing students " will be achieved.

The evaluation system for ideological and political education in College English can effectively promote the achievement of the course's ideological and political education goals, improve teachers' enthusiasm for integrating ideological and political elements into teaching content, and also constantly pay attention to and scientifically summarize teachers' educational achievements in College English. The evaluation of ideological and political education in the course of College English has played a collaborative role between the school and society, unifying the academic affairs office, supervision group, students, school, and society, making the evaluation effect more objective, scientific, authentic, and credible. In addition, tracking and statistics of students' employment can objectively promote the development of scientific professional talent training goals, thereby verifying the effectiveness of talent training.

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