

Construction and Application of Ideological and Political Assessment System in Colleges and Universities

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Abstract: To improve the teaching effect of Ideological and political theory course, we must reform the traditional assessment methods. Based on this, the author studies a series of macro and micro problems in the system of Ideological and political assessment and construction in Colleges and universities. Research shows that at present, there are many problems in the assessment methods of Ideological and political theory course, the reasons are various. How to effectively improve the assessment mode of ideological and political theory courses is a very urgent and arduous task. Among them, the first issue is the examination method. The summative examination of the ideological and political theory course is the final exam. It adopts two independent examination methods: the written test and the written test. It is conducive to the teacher's evaluation of the student's learning state, and also helps the students to self-motivate and reduce the psychological burden of the test.

1. Introduction

The ideological and political theory course plays an important role in the curriculum setting of the whole university, aiming at cultivating and shaping the healthy personality and firm ideals and beliefs of contemporary college students [1]. Under the circumstance of strengthening and improving the work of ideological and political theory courses in colleges and universities, it has long been a cause of great concern [2]. That is to say, the examination questions suitable for the characteristics of ideological and political theory courses, especially the specific feasible schemes such as examination methods, examination types, propositions and question types, require new attempts and improvements [3]. Whether it is teaching content, teaching methods, teaching means, teachers, textbook planning and selection, curriculum assessment methods and other aspects should not follow the old-fashioned, stubborn and self-styled [4]. Only by boldly taking an innovative road can we give full play to the important theoretical guiding role of Ideological and political theory course and cultivate more excellent talents with all-round development of morality, intelligence, physique and beauty for the construction and development of the motherland [5]. To this end, the Ministry of Education has re-established the curriculum content of Ideological and political education in Colleges and universities. While canceling the reactionary courses such as "Kuomintang Principles" and "Military Training" offered during the period of the Kuomintang, it has established the curriculum of political theory of the revolution of new democracy [6]. Thus, the curriculum system of political theory course of Marxism-Leninism has been preliminarily formed [7].

2. Methodology

The political theory course is the most basic form of regular and systematic ideological and political education in colleges and universities [8]. However, there are many problems in the course of opening the ideological and political theory course, and the teaching effect is not good. In addition to factors such as backward teaching concept, rigid teaching methods and backward teaching methods, the examination method is single and the machine is also an important reason [9]. The specific and feasible ideological and political theory examinations involve a series of macroscopic and microscopic problems such as educational measurement, examination,

examination methods and examination types, examination propositions and examination questions [10]. We should improve and perfect the examination methods. We should adopt various ways to comprehensively assess students' understanding and actual performance of what they have learned, and strive to comprehensively and objectively reflect their Marxist theoretical literacy and moral quality. Therefore, the research on it not only helps to improve the quality of Ideological and political theory teaching, but also promotes the pertinence and effectiveness of Ideological and political theory teaching. In the examination organization, the way of separating examination and teaching from running-water marking is usually adopted, and teachers and students are guided to focus their teaching and review on compiling textbooks.

Examination and evaluation of students' academic performance in the course of learning is a common way of school education and teaching, an integral part of the teaching process, and ideological and political theory course is no exception. In order to get high marks, students prefer to fill in the "correct answer" on the test paper rather than the real feelings. Although colleges and universities have changed the way of examination in the past, the final examination results still account for a large proportion of the total results. If the paper test is still used as the basic means of detection, the result can only enable students to learn by rote. Most of the traditional ideological and political theory courses are in closed-form form. The examination can only partially cover the teaching objectives and content, and there are more subjective questions. To this end, on the basis of the teaching of ideological and political theory courses, including the teaching content, teaching methods and teaching methods reform and innovation, our school has carried out bold research and exploration on the evaluation methods of ideological and political theory courses. A traditional assessment method was developed and a diversified and comprehensive assessment system was developed. In the face of complex examinations, the author's need for the reform of the ideological and political theory examinations is only to discuss the summary examinations that are generally concerned by teachers and students.

3. Result Analysis and Discussion

In the form of traditional ideological and political theory courses, basically, a paper of the final exam is used to "evaluate a piece of paper", ignoring the student's learning process and peacetime performance. In the daily teaching process, the teacher basically carries out the "filling duck" and "injection teaching" according to the textbook, the full house, and the one sentence. This makes the teachers teach tired, and the students do not like to listen, which is unfavorable to both sides. To solve the problem of ideological and political theory examinations, we need to first clarify the basic ideas about the examination, explore the examination methods and types of examinations, and determine the specific examination methods and types. Then explore some basic micro-questions such as exam questions and test propositions. Only in this way can we begin to improve the way of performance examination and quality evaluation of Ideological and political theory course. This kind of excessive ideas and rules of memorization highlights the cultivation of rote learning ability, while ignoring practical assessment and students' daily accomplishment, weakening the function of Ideological and political theory course. As a result, the students' negative coping with the examination can not mobilize their enthusiasm for learning, but also affect the teaching effect of the ideological and political theory course.

After a period of teaching practice, according to the actual situation, the Ministry of Education has made corresponding adjustments to the curriculum content and relevant provisions, strengthened the construction of Ideological and political education teachers from the curriculum setting, and enhanced the effectiveness of education and teaching. At the same time, assessment is also an important means to check and evaluate the teaching effect. The traditional examination of Ideological and political theory course can not reflect the actual level of students and teachers' teaching level. The evaluation of academic achievement in Ideological and political course should be scientific and rational. Ignoring students' understanding of knowledge and the ability to use these knowledge to analyze and solve problems, it also neglects the students' internalization of Marxist world outlook, outlook on life and values into their own beliefs, and externalization into the actual

performance of their own behavior. The enthusiasm of the content of ideological and political education is obviously not based on the paper roll score. Therefore, this method of examination and assessment has deviated from the original intention of quality education in colleges and universities, and it has not achieved its intended teaching objectives. Therefore, the exploration of the assessment method of ideological and political theory courses must be carried out around how to conduct knowledge evaluation and value evaluation more scientifically.

4. Conclusions

Any test has the contingency of the student's presence and sampling statistics, the subjectivity of the measurement design and preparation, the test scores and the limitations of the data. Many students talked about their views on social practice activities in their research reports. They agreed that this is one of the best ways to enrich the teaching links and content of the ideological and political theory courses, and to link theory with practice. I hope that the school will not only persist but also add Great popularity. The directives, decisions and notices issued by the Ministry of Higher Education clearly stipulate the setting of the political theory course, the semester and time schedule, the teacher training, as well as the teaching methods and performance evaluation. There are many drawbacks in the traditional assessment method of Ideological and political theory course. With the continuous reform and development of higher education and teaching, its binding and influence is becoming more and more important. Only by adopting suitable test types and test types can the exact and fair test methods be guaranteed. There is no micro-research on the test types and various test types that reflect different test types. The improvement of test methods remains in discussion.

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