

Research on the Construction Strategy of College English Teaching Evaluation System Based on the Background of Ideological and Political Education

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Abstract:

The concept of integrating ideological and political education into the curriculum is crucial for establishing a comprehensive education system and enhancing the quality and effectiveness of education by tapping into the strengths of various disciplines. In the context of college English teaching, educators should adhere to the principle of moral education, fully explore the ideological and political elements inherent in the English curriculum, and achieve optimal educational outcomes. Evaluation of ideological and political education in college English courses should be multidimensional and multilevel. Given the unique nature of ideological and political education, educational effectiveness is demonstrated through students' experiences and sense of achievement. This study aims to explore the evaluation of college English teaching under the backdrop of ideological and political education, aiming to broaden and deepen research in this field and provide insights for the effective implementation of ideological and political education in college English courses to enhance teaching effect.

Keywords:

Ideological and Political Education, College English, Teaching Evaluation

1. Introduction

Education regards “cultivating morality and nurturing talents” as the fundamental task, which represents the new requirement for the development of ideological and political education in the new era. The concept of “ideological and political education” represents a revolutionary approach to traditional teaching ideologies and methods. It allows for the imparting of disciplinary knowledge in teaching while emphasizing the role of Ideological and political education [1]. This approach aims to enhance students' cultural literacy and values alongside mastering subject knowledge and skills to achieve comprehensive development. The college English curriculum, a significant component of foreign language education, covers a wide range of topics

with materials mainly sourced from abroad. It is essential for the college English curriculum to leverage its strengths, integrate elements of curriculum ideological education, and achieve the goal of ideological and political nurturing by instilling correct values and worldviews in students. The “Guidelines for College English Teaching” issued by the Ministry of Education also emphasizes the proactive integration of college English teaching into the school's curriculum ideological education system, playing a crucial role in fulfilling the fundamental task of cultivating morality and nurturing talents in higher education institutions [2]. The integration of ideological and political education into foreign language courses mainly involves educational objectives, faculty, teaching materials, classroom instruction, and teaching assessments. Teaching assessment, as a vital component of college English teaching, is crucial for evaluating the effectiveness of ideological and political nurturing [3]. Historically, college English teaching assessments have focused on evaluating language knowledge and skills, neglecting the assessment of students' emotional and values alignment, thus failing to reflect the nurturing function of college English courses. Therefore, a scientifically sound teaching assessment system and testing methods are needed to evaluate the effectiveness of ideological and political nurturing in college English courses.

2. Evaluation of College English Teaching

In college English teaching, a combination of formative and summative assessments has traditionally emphasized language and skills evaluation. Despite ongoing reforms in college English assessment, such as the adoption of diverse formative assessment methods like peer assessment, self-assessment, and machine assessment, and the combination of online and offline assessments in most institutions, the core of assessment still revolves around language and skills. Given the unique nature of curriculum ideological education as a hidden factor in teaching, the current assessment system needs to include evaluations of curriculum ideological education. Foreign language learning assessments involve evaluation content, methods, and subjects, so reforms in college English learning assessments based on the background of curriculum ideological education are necessary to provide specific evaluations of the nurturing function of college English [4].

When evaluating students' learning outcomes, it is essential to clearly define specific evaluation criteria. The evaluation criteria are determined based on the teaching objectives. While evaluating language knowledge and skills is relatively straightforward, extracting the ideological and political elements requires exploring the teaching themes and content. Additionally, aspects such as students' cognition and emotional attitudes should also be included in the ideological and political evaluation scope. Well-defined evaluation criteria not only help students better accomplish learning tasks but also enable teachers and students to receive real-time feedback, make timely adjustments, and ensure that the goal of cultivating students' moral character in college English courses is achieved. In addition to evaluation criteria, specific evaluation standards are also necessary for effective evaluation by teachers and students. Evaluation standards for ideological and political education in courses can be established using evaluation indicators (such as rubrics, rating scales, and checklists) as tools to collect feedback information and assess students' learning outcomes [5]. These standards can incorporate elements reflecting values into language knowledge and skills, embodying the implicit features of ideological and political elements. For instance, the accuracy of vocabulary reflecting specific values

can be included in the evaluation standards to measure whether students comprehend and internalize the corresponding values. Evaluating students' emotional attitudes, such as assessing their teamwork awareness, can involve developing quantified standards to evaluate individuals' contributions to tasks, discussions, and creating a team atmosphere. Through evaluations, students can understand their performance in teamwork and enhance their teamwork awareness.

Teachers and students actively engaging in teaching evaluations are more conducive to improving the quality of teaching. The diversification of evaluation subjects is also an important manifestation of ideological and political education. Involving diverse evaluation subjects in the process of ideological and political education plays a role in promoting teaching and learning through evaluations. Apart from teachers, students and their peers should actively participate in classroom teaching evaluations [6]. Diversified participation in evaluations not only provides feedback for teaching but also helps teachers and students reflect on the teaching and learning process, adjust teaching strategies, and enhance teaching effectiveness. There are two ways of teaching evaluation: formative evaluation and summative evaluation. Summative evaluation mainly consists of tests, where moral education and values education are reflected in the test materials. Evaluating students' morals and values through their written and oral output products is a good means of evaluating the effectiveness of ideological and political education in summative tests. Additionally, ideological and political education is a long-term process, and it is difficult to judge its effectiveness solely through testing means. Therefore, the evaluation methods of ideological and political education are mostly used in the formative evaluation process, based on collaborative evaluations between teachers and students, student self-assessment and peer assessment, as well as machine assessment. Various methods such as classroom observation, portfolio establishment, reflective learning, learning journals, interviews, and questionnaires are used to evaluate the effects of ideological and political education from multiple perspectives. These evaluations run through the entire process of learning English at university, allowing students to immerse themselves in ideological and political education.

3. Significance of Constructing the Evaluation System

The establishment of an evaluation system is an urgent requirement for the ideological and political education of college English. The college English classroom is the main battlefield for ideological and political work, and it is also the key to doing a good job in ideological and political work. The evaluation of ideological and political education in college English courses is imminent. To further promote the development of a scientific and feasible evaluation system for ideological and political education in college English, it is of great significance. Evaluation is meaningful in promoting construction and improvement, driving quality improvement through evaluation. The establishment of an evaluation system for ideological and political education in college English courses can promote the common development of teachers and students, establishing a long-term mechanism. The construction of an evaluation system is a necessary means to promote the construction of ideological and political education in college English courses. College English courses should adhere to the goal of cultivating students' moral character, integrating education into the entire process of talent development.

The construction of an evaluation system for college English teaching under the background of ideological and political education can enhance teachers' moral

education abilities, motivate students' ideological and political literacy, and improve their overall qualities. ideological and political education should not be imposed rigidly in the classroom, nor should it be superficial; rather, it should subtly guide students' values [7]. The establishment of an evaluation system is a practical requirement for the evaluation research of ideological and political capabilities in college English courses. Some universities still use traditional teaching evaluation methods for ideological and political evaluation, mainly based on subjective evaluations by college leaders of teachers, neglecting the authenticity of the evaluation. Therefore, designing and developing an indicator system suitable for evaluating ideological and political education in college English classrooms has significant practical implications. Based on the characteristics of college English courses, developing a targeted evaluation system of "one course, one strategy, one college, one strategy" is a practical requirement for the evaluation research of ideological and political capabilities in college English courses.

4. Construction of the Evaluation System

According to David C. McClelland's Competency Theory proposed by Harvard University, teacher competency mainly includes "professional knowledge, professional skills or abilities, professional attitudes or values." For college English teachers who cultivate high-quality language skills talents, teaching experience and teaching abilities are the main manifestations of teacher competency in terms of professional skills; subjective "professional attitudes or values" and objective "professional knowledge and skills" are the main aspects of teaching effect evaluation. Subjective evaluation is characterized by quantifiability, observability, perceptibility, and imitability; objective evaluation is characterized by measurability and descriptiveness, where excellent teacher behaviors are demonstrated in concrete forms and can be measured through specific quantities or indicators.

4.1. Principles for Constructing Evaluation Indicators System

The setting of indicator systems for teaching effect evaluation adheres to the following principles as needed in practice.

(1) Principle of Scientificity: The design of evaluation indicators should truthfully and objectively reflect the internal laws, current situation, existing problems, and development potential of teaching, in accordance with the basic principles of education and psychology.

(2) Principle of Universality and Comparability: The evaluation indicator system and its results should be easily comparable between schools and different disciplines.

(3) Principle of Systematicness and Conciseness: It should consider complex factors that are interdependent and mutually restrictive, adhere to a systematic concept, while being clear, with a distinct hierarchical structure, avoiding overly cumbersome and complex indicator systems for operational feasibility in later evaluations and data collection.

4.2. Quality Evaluation Indicators System

Based on these principles, considering teaching plans, teaching methods, teaching processes, teaching attitudes, and teaching effects, a system consisting of 5 primary indicators and 20 secondary evaluation indicators has been established. The evaluation indicator system is shown in Table 1. Teachers organize and record

evaluation activities, guide and help students, with students as the center of the evaluation system, achieving three-dimensional, diversified, multi-dimensional, and flexible evaluations in terms of evaluation content, evaluation subjects, evaluation criteria, and evaluation methods. This approach aims to avoid final evaluations and overcome a series of issues such as simplification of evaluation methods, singular evaluation subjects, lack of comprehensiveness, and accuracy.

Table 1. College English teaching effect evaluation index system.

Primary index	Secondary index
Teaching plan	Develop a comprehensive ideological and political education plan
	Select the teaching content rich in ideological and political elements
	Integrate ideological and political elements organically into the course theme
	Adjust the teaching plan to ensure timely completion
Teaching means	Adopt proper teaching methods that reflect or relate to the development frontier of the subject
	Organize diversified ideological and political education activities, and make effective use of multimedia teaching
	Participate in the construction of online teaching resources, and pay attention to the sustainable development of course ideological and political education
	Undertake teaching reform projects or publish teaching related papers, monographs, etc.
Teaching process	Speak standard English fluently and accurately; explain the problems clearly and logically; grasp and highlight the key points, and thoroughly explain the difficult points
	Cultivate core qualities and values, enhance the awareness of contrast between China and the West, enhance the ability of value thinking, improve cultural self-confidence, enhance the ability of cultural comparison and cultivate a sense of patriotism
	Make sure the teaching process is complete, and the blackboard writing or courseware design is clean, beautiful, and holistic
	Attach importance to feedback of homework, timely assessment, and registration of grades
Teaching attitude	Teach in a natural and generous manner to ensure an infectious and attractive classroom atmosphere
	Respect students, follow the student-centered approach, and involve active teacher-student interaction
	Be serious about teaching and reasonable in classroom schedule
	Be strict about classroom discipline to ensure orderly instruction
Teaching effect	Students have a positive attitude toward learning, listen attentively to lectures, and have a high degree of participation
	Improve students' knowledge base, problem-solving, learning and innovation abilities
	Improve students' values and qualities, and ensure the effectiveness of nurturing and cultivation meets the need of the society and the country
	Students have high satisfaction with the course teaching process and effect

5. Conclusions

Based on the background of ideological and political education in courses, the evaluation of college English teaching aims to further improve and optimize the construction of the ideological and political education system. It involves schools, majors, courses, and students, focusing on guiding ideological values, which is a crucial part of ideological and political education, with more implicit characteristics of ideological and political education. It pays more attention to the role of teachers and the growth of students, whether the elements of ideological and political

education in professional courses or other public basic courses are accurately integrated, and whether the integration of professional or public basic knowledge with ideological and political education content is appropriate. Teachers need to continuously improve their own qualities, grasp appropriate principles, use various teaching methods and evaluation tools, combine them with the actual situation of the school, reflect on and improve the effectiveness of ideological and political education in course teaching, and ultimately achieve the ideological and political education goals of college English courses.

Conflicts of Interest

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