



Ideological And Political Classroom Teaching in Colleges and Universities Under the Background of The New Era

Min Jiang^{1, *}, Yujia Song²

Jiangxi Tourism & Commerce Vocational College, Nanchang, Jiangxi, 330100, China

¹*Corresponding author's e-mail: whn34562022@163.com

²sdf9856@126.com

Abstract

The construction of socialism with Chinese characteristics has entered a new era, and the Party Central Committee has put forward higher requirements for the improvement of the main channel status and role of ideological and political theory courses in moral education work in colleges and universities. Ideological and political courses are an important part of the implementation of moral education, and an important way for ideological and political work in colleges and universities.

Keywords: Higher vocational colleges; ideological and political courses; teaching quality evaluation

1 INTRODUCTION

This article aims to further improve the teaching quality and teaching quality of ideological and political courses in colleges and universities, so as to promote the overall teaching quality of ideological and political education in colleges and universities, so that students can gain more pride in their learning and make greater contributions to society [2].

Finally, according to the current situation of the quality evaluation of ideological and political courses in colleges and universities, the main problems and causes of the quality evaluation of ideological and political courses in colleges and universities are analyzed, and four aspects are expounded to improve the quality evaluation system of ideological and political courses and improve the teaching quality of ideological and political courses Evaluation system, improve the guarantee mechanism of ideological and political teaching quality evaluation, and build a comprehensive teaching quality evaluation monitoring system. This paper has a certain reference value for the teaching quality evaluation of ideological and political courses in colleges and universities in the new era, and has important reference value for improving the teaching quality and teaching effect of ideological and political courses in colleges and universities [3]. This paper aims to improve the theoretical system of ideological and

political teaching quality evaluation in colleges and universities, improve the research level, and promote the reform and development of ideological and political teaching in colleges and universities [7].

2 EVALUATION OF TEACHING QUALITY

Quality: The philosophical definition of quality: refers to infinite and permanent existence, and expansion means the amount that can be tolerated in a specific space.

In fact, the connotation of quality is the axiom of quality, and its extension can often be obtained from its connotation.

Because of the non-uniformity of mass, there will be various changes when it is distributed, so when the mass changes, there will be physical changes, which is what we call inertia, which is what we call gravity [4].

Time, space and mass are known as the three cosmic elements [1]. Without matter, there would be no space, and without space, there would be no time. Just as Lao Tzu said, matter produces emptiness, and emptiness produces all things. We must accurately recognize the meaning of the "three laws of the universe", that is, the meaning of the three levels of "time and space". Its meaning is:

Hegel put forward the concept of qualitative change in logic, that is, the quality of matter must depend on other matter or other matter, which is a bad cycle, but if it continues like this, why should the state of a matter be regarded as it is a rule, and where did this rule come from?

Evaluation: Evaluate, Appraise, Assess, the meaning of these three words is to judge the value and importance of things.

Evaluate usually refers to a lot of analysis and judgment on the essence of a known thing.

Appraise means to evaluate; to appraise; to evaluate quality; to evaluate the performance of; to price for; to appraise for.

Assess implicitly refers to an authoritative financial estimate of something, and at the same time use it as the basis for taxation.

Teaching quality assessment is an assessment of teachers' academic and professional level, and a comprehensive assessment of teachers' teaching methods and teaching attitudes [5]. At present, there is no unified standard for the evaluation of teaching quality in my country. Teaching preparation, teacher quality, coordination of various links in the teaching process, teacher-student relationship, student quality and learning attitude, and teaching effect are all important indicators that affect teaching quality [6]. This paper makes a comprehensive and scientific review of the ideological and political courses in colleges and universities from a comprehensive, systematic and scientific point of view, and makes a comment on it.

3 INVESTIGATION ON THE STATUS QUO OF TEACHING QUALITY EVALUATION OF IDEOLOGICAL AND POLITICAL COURSES IN HIGHER VOCATIONAL COLLEGES

In 2018, H College carried out a series of inspection and improvement work nationwide, aiming to improve the teaching quality of higher vocational colleges. The outpatient reform working mechanism of "Three-Comprehensive Educating People" has been constructed, starting from education work, taking the year as the cycle, and focusing on "8"-type quality improvement. "type quality improvement as the core. The ideological and political education of H College strictly implements inspection tasks in accordance with the college's development plan, and conducts inspections and rectifications as required. Continue to reform the teaching method of ideological and political courses, give full play to its main position, cultivate people with morality, combine the socialist core values with moral education work, take "first classroom" teaching as the main content, and feature "social classroom" practice, using the "online classroom" as the carrier and the

combination of "thematic lectures, online teaching, and project practice" to improve students' satisfaction and sense of gain.

According to the "Basic Requirements for the Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Era" and "Construction Standards for Ideological and Political Theory Courses in Colleges and Universities" by the Ministry of Education, H College has formulated the "Ideological and Political Theory Course Teaching Standards in Colleges and Universities" issued by the Ministry of Education. Ideological and Political Theory Course Teaching Work", and formulated a three-level learning system for college-level supervision, department supervision, and teachers, and formulated teaching evaluation standards for ideological and political courses to evaluate the quality of teaching [12].

However, there are still many problems in the teaching quality evaluation of ideological and political courses in colleges and universities in our country. These problems reflect some common problems that exist in the teaching of ideological and political courses in colleges and universities [9].

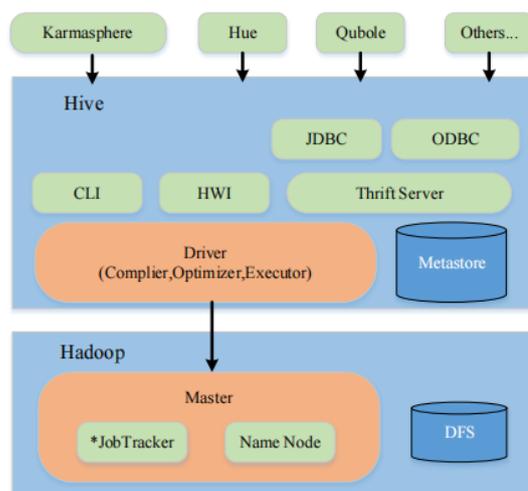


Figure 1: Survey Results

4 QUESTIONNAIRE SURVEY ON TEACHING QUALITY EVALUATION OF IDEOLOGICAL AND POLITICAL COURSES IN HIGHER VOCATIONAL COLLEGES

This paper uses the self-edited "Questionnaire for the Evaluation of Teaching Quality of Ideological and Political Courses in Higher Vocational Colleges", and conducts a questionnaire survey on some students of H College. has been investigated [14].

The first is teaching effectiveness, which mainly examines students' overall feeling of teaching quality,

including satisfaction with teaching content, teaching form, and teaching results.

The second part is the investigation of the quality of teachers, focusing on the evaluation of teachers' teaching attitude, professionalism, professional ethics and so on.

The third is classroom teaching, which mainly examines teachers' understanding of classroom teaching content, teaching methods, teaching methods, and classroom atmosphere [8].

The fourth is practical teaching, which investigates the participation of college students in the practical teaching of ideological and political courses from the perspectives of the form of practical teaching and the function of practical teaching.

Fifth, suggestions are put forward to improve the teaching effect of ideological and political courses in colleges and universities.

The sixth is to evaluate the teaching quality of teachers, to understand the degree of students' recognition of teachers' teaching evaluation methods. This questionnaire adopts the method of random sampling, taking the college students of H College as the research objects, using the method of random sampling to determine the major, grade and gender, and then conduct statistical analysis.

The basic information of the respondents includes: gender, major, grade. A total of 500 questionnaires were sent out in this study, of which 490 valid questionnaires were recovered, with a recovery rate of 98%. In terms of gender, the sex ratio of male to female students was 102, with 309 males and 197 females. Among them, there are eight departments. In terms of grades, taking three grades as the research objects, the number of students in the 2019 grade is relatively large, accounting for 43.4%. Of these, 137 were in the class of 2018, 225 were in the class of 2019, and 128 were in the class of 2020. There are more sophomores than freshmen and juniors, because the number of freshmen in the freshman year is small, and the number of students in the junior year is relatively small because of the internship outside. Because the sample selection is representative and the recovery rate is high, the problems reflected are well representative.

The result is as follows:

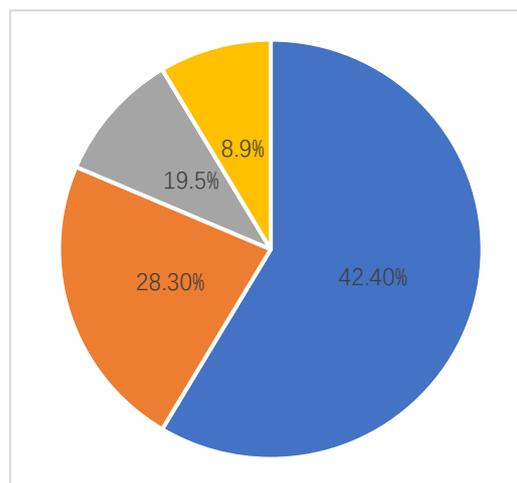


Figure 2: Survey Results

5 ESTABLISH A SOUND FEEDBACK MECHANISM AND EFFECTIVELY USE THE EVALUATION RESULTS

A good feedback mechanism is a bridge between the evaluation subject and the evaluator. Timely, accurate and effective feedback of the evaluation results can effectively improve the teaching behavior of teachers and enhance the teaching quality of teachers. The school's current feedback methods are relatively simple and inflexible. Feedback forms such as student feedback, peer feedback, and supervisory feedback are all collected by the education authority, which is not conducive to teachers' educational behavior. Therefore, according to the feedback forms, timely and diverse feedback Feedback [11].

Each evaluation object must have a corresponding feedback method. After the class, teachers can judge their own strengths and weaknesses according to their own performance and their own opinions, so as to conduct self-reflection and correction. In addition, when setting up teaching supervision and leadership evaluation forms, schools should add a column of "individual listening opinions" below, so that teachers and teaching supervisors can timely feedback problems existing in learning; comments on students can be determined by class students. Information staff collects, organizes, and gives feedback to teachers in a timely manner; for teachers' self-assessment results, they should give feedback after class to identify problems and improve teaching quality; in the assessment, institutions should regularly organize Experts and scholars conduct academic discussions and learn from each other [10]. After the end of the semester, the Academic Affairs Office should summarize the classroom teaching evaluation results of the semester, publish them, and send the evaluation results to each department. Experts from each department will conduct study and reflection, learn from each other's strengths and complement each other's weaknesses. Teachers must sum up their own experience

and experience, and hand them over to the relevant person in charge of the college, so that teachers can really use it, and they can also send the evaluation results by email through direct feedback and in the form of email. Send it to the hands of teachers, so that teachers can directly inquire [13]. After the evaluation of classroom teaching quality is completed, teachers should timely feedback the evaluation results to teachers, so as to improve the effect of classroom teaching.

$$\begin{cases} u_a = U \sin(\omega_o t) \\ u_b = U \sin(\omega_o t - \frac{2\pi}{3}) \\ u_c = U \sin(\omega_o t - \frac{4\pi}{3}) \end{cases}$$

Figure3: Formula

6 CONCLUSION

Starting from the basic principles of teaching evaluation, this paper summarizes a set of evaluation objectives through research on the quality evaluation of college English classroom teaching at home and abroad, combining literature and literature, using literature method, case analysis method, comparative research method and other research methods.

This paper attempts to put forward some suggestions for improvement through literature analysis, case analysis, comparative research and other methods, and based on my own practical experience in the Academic Affairs Office, but has not researched specific indicators, and further research is needed. Therefore, future research needs to make more use of expertise in this area, and use specific empirical analysis and specialized applications to improve the design of indicators.

Classroom teaching quality assessment is an important guarantee for improving teaching quality. In the future research and practice, more and more scholars and experts should pay attention to make it more scientific, rational and perfect, so as to promote the development of higher education in our country.

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