



Research on Academic Evaluation Methods of Self study Exams from the Perspective of Military Vocational Education in the New Era

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Abstract. In recent years, with the strong support of the state and the military, the self study examination of military vocational education has developed rapidly. However, with the steady progress of national defense and military modernization construction, some problems have gradually emerged in the academic evaluation work of military vocational education self-study exams. This article analyzes the existing problems in the current academic evaluation work and proposes several innovative ideas for reform, in order to provide reference and guidance for the reform and innovation of military vocational education self-study exam academic evaluation.

Keywords: Military vocational education; Self study exam; Academic evaluation.

1 Introduction

The way to build a strong army is to win people. President Xi Jinping pointed out that it is necessary to firmly establish the concept of talent resources being the primary resource, and strive to cultivate and cultivate outstanding military talents who can shoulder the heavy responsibility of building a strong military^[1]. We must vigorously implement the talent strategy project in accordance with the requirements of being able to fight and win battles, and move away from the talent training path of integrating military academy education, military training practice, and military vocational education.

From the perspective of military vocational education in the new era, the self-study examination is a component of the national self-study examination. The academic evaluation process of the self-study examination is an organic component of the teaching process of the self-study examination, and is an important guarantee for achieving the goal of cultivating high-quality new military talents in the new era. The academic evaluation of military self-study exams assesses the learning quality and effectiveness of officers and soldiers during the self-study exam process through different forms of testing and evaluation methods, forming a scientific and reasonable diagnosis, feedback, and incentive mechanism, and providing guidance on teaching

processes, professional settings, curriculum reform, and assessment methods. In recent years, with the vigorous development of self-study exams from the perspective of military vocational education, the "university without walls" of self-study exams is facing new opportunities and challenges. The academic evaluation process of self-study exams is also undergoing a process of confusion, exploration, and reflection.

2 Shortcomings in the current academic evaluation methods of military vocational education self-study exams

At present, although the academic evaluation of military vocational education self-study exams has made significant progress, there are still certain shortcomings. The current academic evaluation model pays more attention to "knowledge based" and "summative evaluation", which deviates from the positioning of military talent training goals and the requirements of "ability based", which to some extent restricts the deepening of teaching reform and the improvement of teaching quality, Unable to meet the needs of President Xi Jinping's strong military ideology for the cultivation of high-quality new military talents.

2.1 The evaluation form is too single

The current military vocational education self-study exam mainly uses the closed book written test method with unified national or military propositions to evaluate students' academic performance. The academic evaluation of self-study exams is mainly aimed at assessing the academic quality of students, and most of them are conducted through quantitative scoring methods. As a commonly used teaching measurement method, exams can test students' mastery of basic knowledge and professional skills, as well as their development in other aspects. They are recognized by various sectors of society and have been widely applied in various teaching activities. However, simple written exams generally emphasize the examination of basic knowledge in textbooks, with a high proportion of objective questions, neglecting the assessment of practical skills, and disregarding the individuality, characteristics, and differences of education. They cannot truly and comprehensively reflect the learning quality of students and the teaching effectiveness of teachers, leading to a serious "exam oriented concept" among students. Simply pursuing scores leads to students only focusing on "rote memorization" of knowledge points, Some students even make a surprise attack before the exam, cramming temporarily, and even cheat in various ways to pass the exam or obtain a certificate, resulting in the phenomenon of "high scores but low abilities", which seriously deviates from the need for high-quality new military talents to cultivate the goal of building a strong military.

2.2 Emphasize results over processes

At present, the academic evaluation of military vocational education self-study exams mostly uses the method of summative assessment, neglecting the process evaluation. The summative assessment method only focuses on the students' understanding and mastery of knowledge, overly focusing on the results and neglecting the students' learning attitude, learning methods, learning enthusiasm, and other dynamic factors during the learning process. This evaluation method is not conducive to cultivating high-quality new military talents who meet the requirements of the goal of building a strong military, who are "obedient to the Party's command, able to win battles, and have a good style of work"^[2]. It overlooks the inherent qualities of students other than intelligence and cannot reflect their learning process in a comprehensive and comprehensive manner. As a result, some students only focus on the final assessment results and cannot fully mobilize their enthusiasm and initiative in the learning process, Unable to deeply appreciate the endless joy brought by learning, while suppressing the diagnostic, feedback, improvement, and motivational functions of academic evaluation.

2.3 The evaluation subject is too single

Traditional academic evaluation pays more attention to the subject status of teachers, and most of them adopt a one-way evaluation from teachers to students. Students are given academic evaluation scores based on their understanding of the situation. Teachers hold the initiative in evaluation, while students are the evaluators, lacking the initiative in evaluation. This evaluation method neglects the important position of students in the evaluation process, blocks the communication process between teachers and students, and teachers are unable to timely understand the problems and drawbacks that exist in their teaching process and provide improvement and correction. "Teaching" and "learning" cannot promote each other. Therefore, students should actively participate in the process of academic evaluation, highlighting the subjectivity of academic evaluation. Students have dual roles as evaluators and evaluators, with self-education as the center and subjectivity development as the goal, actively and proactively carry out error correction activities, and demonstrate the incentive function of academic evaluation^[3].

3 Reflections on the Reform of Academic Evaluation in Military Vocational Education Self study Exams

President Xi Jinping of the 18th National Congress of the Communist Party of China made an important statement on deepening national defense and military reform, and high-quality new military talents in the new era are an important support for deepening national defense and military reform. The scientific and reasonable academic evaluation of military vocational education self-study exams plays a promoting role in cultivating high-quality new military talents. Therefore, with a focus on cultivating

high-quality new military talents who can fight and win battles, it is imperative to reform the academic evaluation methods of military vocational education self-study exams.

3.1 Firmly evaluate the guiding ideology

A strong country must first strengthen its military, a strong military must first strengthen its schools, and a strong school must first strengthen its students. Students with strong professional traits, professional qualities, and innovative qualities are the key to our military's success. The academic evaluation method of military vocational education self-study exams determines the cultivation of students' comprehensive qualities. We must be guided by the Party's strong military ideology in the new era, implement the goal of building a strong military, take "being able to fight and win battles" as the starting point and foothold, adhere to facing the battlefield and the army, focus on practical teaching, and focus on cultivating talents through winning battles, Construct a pattern of students learning from time to time, from place to place, and for a lifetime.

3.2 Adhere to diversified evaluation standards

At present, the academic evaluation of military vocational education self-study exams mostly focuses on the theoretical assessment results of students, and success or failure is judged by the high or low scores. This has led to some students placing too much emphasis on mechanized memory of knowledge points and neglecting the feelings of various stages in the learning process. This seemingly fair, simple and easy to operate evaluation method that emphasizes theory over practice ultimately leads to the phenomenon of "high scores but low abilities", This clearly deviates from the goal of cultivating high-quality military talents in the new era. The fundamental function of the military is to fight, and military vocational education should aim to cultivate high-quality students who are capable of fighting and winning battles^[4]. The academic evaluation of students should actively adapt to the requirements of the new era of information-based military construction for the cultivation of military talent quality and ability. Simple theoretical assessment cannot meet this requirement. Therefore, the combination of theory and practice assessment method has become an inevitable development trend. The military vocational education self-study examination should adhere to the educational characteristics of "theory is sufficient, emphasizing practice", take the cultivation of students' abilities as the foundation, increase the weight of practical ability assessment in various professional disciplines, combine theoretical assessment with practical assessment, and ensure that the assessment standards are scientific, standardized, fair and just.

3.3 Adhere to the combination of multiple methods

Famous American scholar Bloom believes that academic evaluation can be roughly divided into three categories: diagnostic assessment, formative assessment, and summative assessment^[5]. Different evaluation methods have different evaluation purposes, evaluation roles, evaluation focuses, evaluation methods, and implementation times, and any single evaluation method cannot comprehensively evaluate the specific performance of students in the learning process. Traditional academic evaluation often adopts a summative evaluation method, which leads to the phenomenon of students' "learning what they take" and neglects the other efforts made by candidates outside of the exam; Diagnostic evaluation focuses on the cultivation of students' quality and learning process. Throughout the entire teaching process^[6], students can be reasonably placed, differentiated treatment can be considered, the reasons for students' learning difficulties can be identified, and factors that are not conducive to students' development can be determined, in order to "tailor the medicine to the case"; Formative evaluation focuses more on the learning process of students. After the unit teaching is completed, it evaluates the learning effectiveness of students through daily observation, classroom performance, homework, oral tests, and other methods, providing teachers with certain feedback, which is beneficial for teachers to take remedial measures in a timely manner, improve their teaching methods^[7], and adjust teaching plans in a timely manner; It is also beneficial for students to timely grasp their learning outcomes, thereby improving their learning process and methods.

The military vocational education self-taught examination aims to cultivate students with coordinated development in all aspects. Therefore, it is necessary to organically combine diagnostic evaluation, formative evaluation, and summative evaluation methods, fully leveraging their respective advantages in the evaluation process, in order to cultivate high-quality new military talents that meet the requirements of the goal of building a strong military.

4 Summarize

In order to adapt to the modernization reform of national defense and the military, timely adjustments need to be made to the academic evaluation of military vocational education self-study exams. A comprehensive, fair, scientific, standardized, and diversified academic evaluation method is conducive to the realization of the goal of cultivating high-quality military talents in the new era.

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