

Research on the Reform of the Evaluation System of College Students Ideological and Moral Quality

Bangli Wang^{1, a}

¹Sichuan University of Science & Engineering, Zigong 643000, China.

^a93405058@qq.com

Abstract

The ideological and moral education of college students is one of the important tasks of college education. The evaluation of ideological and moral quality plays an important role in ideological and political education. Facing the imperfect evaluation system of college students' ideological and moral quality, it is the goal of workers who undertake the education of the college students' ideological and ethical standards to study the evaluation system deeply and strive for reform and innovation. In this paper, the existing evaluation systems and the elements of them have been analyzed in depth, and the reform measures on evaluation system of ideological and moral quality of college students are proposed.

Keywords

Ideological and moral education; Quality; reform; evaluation.

1. Introduction

On the premise of advocating quality-oriented education, improving the comprehensive quality of college students and cultivating compound talents has become the main goal of college education. The ideological and moral quality of college students is an important part of their comprehensive quality. However, from the current situation, most colleges attach importance to the education of culture and scientific research, but neglect the education of ideology and morality. For each section of the evaluation system, there are uneven phenomenon. The evaluation system of college students' cultural quality is relatively sound, whereas that of college students' ideological and moral quality is far from enough.

2. Evaluation System of Ideological and Moral Quality of College Students

In the new period of socialism, colleges must start from meeting the requirements of the development of the times and the development of society, taking the promotion of all-round development of college students and constant improvement of the ideological and political education of college students as the main objective to construct the corresponding evaluation system of college students' ideological and moral quality. We should also grasp the connotation and content of the evaluation of college students' ideological and moral quality, stick to the principle of evaluation, and give full play to its evaluation function to make the construction come true.

2.1. The Connotation of the Evaluation System of Ideological and Moral Quality

The so-called evaluation, refers to the conclusion of a thing or a person after the judgment and the analysis [1]. That is, through the measurement process of quantifying and non-quantifying according to the evaluation criteria, a reliable and logical conclusion can be drawn. It is an evaluation system in which all the elements are coordinated. Its aim is to build a scientific evaluation system to achieve testing purposes of the ideological and moral education of college

students through the evaluation of the diagnostic function, guidance function and incentive function. And in the process of continuous improvement college students can get the proper guidance and encouragement, so that they can become in line with the social requirements of a good moral standard of socialist builders and successors.

2.2. The Evaluation Content of College Students' Ideological and Moral Quality

2.2.1. Evaluation of Values and Ideals and Beliefs

The Concept of value refers to the world outlook, life outlook and value outlook formed in the process of ideological and moral education. The evaluation of college students' values and ideals and beliefs is one of the important criteria to judge whether the ideological and moral education conforms to the social requirements. Through the examination, guidance and encouragement in the process of evaluation, students can gradually become the builders and successors of socialism with correct world outlook, outlook on life, values and firm Marxist belief.

2.2.2. The Evaluation of Individual Moral Character

The evaluation of individual moral character of college students is of their inner quality and morality evaluation. Including the gratitude consciousness, the good faith quality, the team consciousness, the dedication spirit, the integrity justice and so on, it also includes the evaluation of whether university students have the spirit of observing social ethics, being civilized and courteous, caring for the environment, being willing to help others, and not pocketing the money, etc. And it further includes the evaluation of whether university students have the spirit of diligence, courage and strict economy, filial duty and other fine traditional virtues. We should evaluate students' personal moral character and cultivate students' fine moral character through the process of evaluation, so as to complete the cultivation of "morality" in "both ability and morality" and lay a good moral foundation for contributing to society.

2.2.3. Evaluation of Self-Regulation and Control Ability

The ability of self-regulation and control is related to one's life attitude and life quality, and is the basic ability to guarantee one's mental balance and thought stability. Therefore, to evaluate whether college students possess the qualities of calmness, confidence, hope and courage in the face of setbacks, failures and difficulties, it serves an important aspect to evaluate the ideological and moral quality of college students whether they can carry out self-adjustment, keep a good state of mind and make an accurate self-orientation.

2.2.4. Evaluation of Interpersonal Skills

The ability of interpersonal communication includes the ability of language expression, the ability to sell and show oneself, the ability to communicate with others and so on. Good interpersonal skills enable students to live in harmony with each other and promote faster development and common progress of students. To some extent, the evaluation of that skills can help students understand their ability to communicate with others and improve themselves under the guidance of the correct evaluation criteria.

2.2.5. Evaluation of Mentality and Mental Health

Paying attention to students' mentality and mental health is one of the emphases of ideological and political education. A student's positive and negative mentality is directly related to his view of the whole life and behavior. With more and more attention paid to mental health education, the evaluation of students' mentality and mental health should naturally become an indispensable element in the evaluation of students' ideological and moral quality.

2.2.6. Other Aspects of Ideological and Moral Education

Ideological and moral education covers a wide range of aspects, and it will have different requirements according to the development of the society and the changes of the times. In order to guide the healthy growth and all-round development of students, we should take all aspects into consideration in the evaluation of college students' ideological and moral quality.

2.3. The Principles of Evaluating the Ideological and Moral Quality of College Students

2.3.1. Scientific Principle

The ideological and moral quality education of college students is one of the important tasks of college education, which must be supported by scientific education theory. In the same way, the evaluation of college students' ideological and moral quality should also be guided and standardized by educational scientific theory. Guided by modern educational evaluation theory, we should follow the law of ideological and political education of college students and formulate scientific evaluation information standards.

2.3.2. Objectivity Principle

The evaluation needs to diagnose the problems in the process of ideological and moral education, to identify the advantages and disadvantages of students in the process of education, and to reflect the achievements of our education. Therefore, it must be true, objective and practical, and it must exclude the influence of subjective impression and personal emotion, and embody the objective law of students' education and the law of meeting the needs of talents.

2.3.3. Guiding Principle

Evaluation itself has the function of guidance, so it should have the correct guidance function to the norms of college students' ideological and moral behavior. Adhering to the guiding principle, we should guide the students' behavior in the aspects of the guiding ideology, the development standards, the setting of indicators, the distribution of weights, and the direction of efforts of the ideological and moral quality education. So the students can compare the evaluation standards, constantly modify their own ideological and moral behavior, finally provide guidance and encouragement to students for developing healthily.

2.3.4. The Principles of "Openness, Fairness and Justice"

The establishment of the evaluation system should follow the principles of "openness, fairness and justice". The so-called openness, that is, the school for all students to evaluate, so that all students know and participate in it; Fairness means standardizing and requiring students with unified evaluation standards so that students can feel that they are treated equally in the evaluation process. The justice of evaluation not only has the meaning of fairness, but also contains the meaning of correctness and accuracy. We should strive to collect all kinds of information of students from multiple perspectives, sides and channels from the whole process. We should also strive to make the evaluation of students comprehensive and accurate from the perspective of dynamics and diversity of college students so as to ensure that the evaluation results are more objective and authentic.

2.3.5. Principles of Real-Time and Effectiveness

The real-time evaluation means that the evaluation we make should reflect the latest development of the students in real time, and be carried out along with college students in every period and every stage of their study and life, so that the results of the evaluation are timely and to meet the ideological and moral quality requirements given by the times to contemporary college students. Effectiveness means that the process and result of evaluation can directly provide promotion to students for giving full play to their strengths and making up for their shortcomings in terms of ideological quality. The process and results of the evaluation can also

feed back the information about the successful experience or the lack of work to the educators, so as to test and improve the ideological and moral education and further enhance the effectiveness of the evaluation.

3. The Shortcomings of the Current Evaluation System of College Students' Ideological Quality

At present, the evaluation systems of college students' ideological quality are not perfect, most of which exist small aspects under the comprehensive quality evaluation, and the colleges do not attach enough importance to the comprehensive evaluation itself, therefore, there are many deficiencies in the evaluation of college students' ideological quality.

3.1. The Orientation of Evaluation Is Not Clear

The evaluation mechanism of ideological quality based on comprehensive quality evaluation is mostly lack of clear guidance and unified standards, which is difficult to meet the requirements of the times for college students. Moreover, in practice, there are many other phenomena such as attaching importance to academic achievements and neglecting ideological education. Therefore, it gives students a wrong guidance, which makes them pay more attention to their academic achievements and neglect the training and improvement of other aspects of quality, such as ideology and morality, which is not conducive to their growth and success.

3.2. The Evaluation Method Is Too Formalized and Unitary

The existing evaluation methods of ideological and moral quality are carried out under the directory of comprehensive quality evaluation, which is lack of a more specific and perfect evaluation mechanism. In addition, the comprehensive quality evaluation is mostly carried out in a semester or even after a school year, while the ideological and moral education of college students is a dynamic and process oriented education which aims to improve the ideological and moral quality of students in the whole education process. But this kind of static test and evaluation method pays more attention to the results than to the process. It obviously can't achieve the real purpose of our evaluation, and appears to be more formalized and unitary.

3.3. The Content of Evaluation Needs Further Improvement

The evaluation of Ideological and moral quality based on comprehensive quality evaluation is usually the evaluation of some conventional ideological requirements, such as: whether to abide by the school rules and regulations, whether to support the leadership of the Communist Party of China, whether to actively participate in school and class activities. And the evaluation for our ideological and moral requirements of some of the details of the thing is very little. Therefore, we should expand the content of evaluation, so that students can strive for higher ideological and moral standards.

3.4. The Evaluation Standards of Colleges and Universities Are Not Unified

For the conditions of comprehensive quality evaluation are made by colleges and universities themselves, the evaluation mechanism varies from contents and standards attached by different colleges and universities. But for the ideological and moral education of college students, colleges and universities across the country should have unified requirements. Therefore, in the construction of the evaluation system, colleges and universities should stick to consistent requirements and guidelines to achieve good ideological and moral education goals.

4. The Reform Measures for the Evaluation System of the Ideological and Moral Quality of College Students

4.1. Colleges and Universities Should Pay Full Attention to the Education and Evaluation of Students' Ideological and Moral Quality

According to the current situation, many colleges and universities do not pay enough attention to the evaluation of college students' ideological and moral quality, and even most of them have not constructed the evaluation system, which only accounts for a small proportion in the comprehensive quality evaluation system. Only when we attach great importance to the education and evaluation of students' ideological and moral quality, can we fundamentally reform the original situation and establish a complete evaluation system of college students' ideological and moral quality.

4.2. Further Improve the Content And Standard Of Evaluation, So That It Has A Full Guiding And Incentive Role

Because the content of the evaluation system of college students' ideological and moral quality is not perfect and the standards are not unified, each school can not give full play to its guiding and stimulating function in the process of implementation. In order to achieve the unification of standards and contents, it is necessary for the Education Department to take the lead to formulate the perfect evaluation standards after analyzing the contents and standards of the evaluation of college students' ideological and moral quality. Only then can make each school's appraisal content and make the standard consistent so as to display guidance function and the stimulation function comprehensively.

4.3. Establish A Complete Evaluation Procedure to Standardize and Unify the Operation Procedure

The establishment of a complete evaluation step of ideological and moral quality is conducive to the standardization and unification of the evaluation system, the smooth development of the evaluation work by the evaluators, and the effective utilization of the whole evaluation results. The steps of the evaluation procedure are: 1) establishing the evaluation criteria; 2) determining the evaluation situation; 3) designing the evaluation means; 4) utilizing the evaluation results. Making use of the above four steps to establish a good evaluation procedure can make our evaluation work twice the result with half the effort.

4.4. A Combination of Multiple Evaluation Methods to Avoid the Adverse Consequences Caused by A Single Evaluation Method

There are many ways of evaluation, but some of their methods are too single, which affect the function of encouragement, adjustment and feedback of the evaluation system, and they are not conducive to the healthy growth of college students. We can combine self-evaluation with class evaluation, peacetime evaluation with school year evaluation, written evaluation with network evaluation, and so on, to establish a complete system and a long-term mechanism for the evaluation, and to make use of the functions of diagnosis, guidance and encouragement of it to make students meet the social requirements of ideological and moral quality and further ensure the quality of education in colleges and universities.

5. Summary

Ideological and moral quality is an important part of comprehensive quality. The evaluation of this part of the content has a certain subjectivity, and can't be as straightforward and objective as the evaluation of academic performance. However, the evaluation system of ideological and moral quality is the vane of ideological and moral education in colleges and universities, and it

is used to measure whether the students have achieved the training objectives. Therefore, the establishment of a complete evaluation system and long-term mechanism is an important work of ideological and political education workers in colleges and universities. The education department must pay attention to it from top to bottom in order to complete the reform of the evaluation system and establish a complete one.

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