

Construction of the Evaluation System of the Effectiveness of Ideological and Political Education based on Discrete Model

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Abstract: The effectiveness of ideological and political education directly affects the cultivation of high-quality talents in colleges and universities and the development of party building work. A complete evaluation system needs to be constructed to evaluate the effectiveness of ideological and political education. At present, the evaluation system of the effectiveness of ideological and political education in colleges and universities is inefficient and imperfect, which has a certain impact on the psychological state of students in colleges and universities. This is a major obstacle to the development of ideological and political education in colleges and universities. Based on the above, the evaluation system of the effectiveness of ideological and political education based on discrete model is proposed. The paper builds a scientific discrete model on the basis of students' cognition of the world, explores the interaction among cognition, internalization and externalization, and makes the whole theoretical system in a dynamic balance. On this basis, this paper reconstructs the framework of the evaluation system of the effectiveness of ideological and political education in colleges and universities under the new normal situation, and sets evaluation indicators based on the discrete model, so as to make the evaluation results quantifiable and comparable, which promotes the improvement of the overall level of ideological and political education.

Keywords: Discrete model; Evaluation of effectiveness; Construction of system framework

1. Introduction

The basis of ideological and political education for students mainly depends on the influence of ideology and politics before they enter school. The related factors mainly include family edification, education in primary and secondary schools, and the social environment in which students live, which leads to the three views and psychological state of students in different forms[1]. Based on this situation, the implementation of ideological and political education for students can not adopt a approach of "cook all things in one pot", but it is difficult to carry out targeted individual customization education in the current education. Therefore, it is very important to enhance the ideological and political education of college students based on the development of students. School is an important base for talent export, and good ideological and political education is the key to improve the quality of talent. Scientific and objective evaluation of ideological and political education plays a guiding role. Constructing a scientific evaluation system in line with the reality of society, schools and students is an important guarantee for the implementation of ideological and political education in colleges and universities.

2. Construction of Evaluation System based on Discrete Model

2.1. Construction the framework of evaluation system

The construction of the framework of the evaluation system is conducive to improving students' attention to ideological and political education, and enhancing students' sense of national responsibility and national mission in the process of learning. The ideological and political education in colleges and universities has long been neglected by students, and teachers are helpless. Through the establishment of the evaluation system of ideological and political education in colleges and universities, and the evaluation of students' daily learning and teachers' work, the ideological and political education work has really been implemented, which makes the process and results of ideological and political education be "quantifiable and comparable", makes teachers and students attach importance to ideological and political education, and promotes ideological and political education by external forces[2]. According to the circular issued by the Central Committee of the Communist Party of China and the State Council, the basic framework of the evaluation system of the effectiveness of ideological and political

education in colleges and universities is designed, as shown in the following Figure 1:

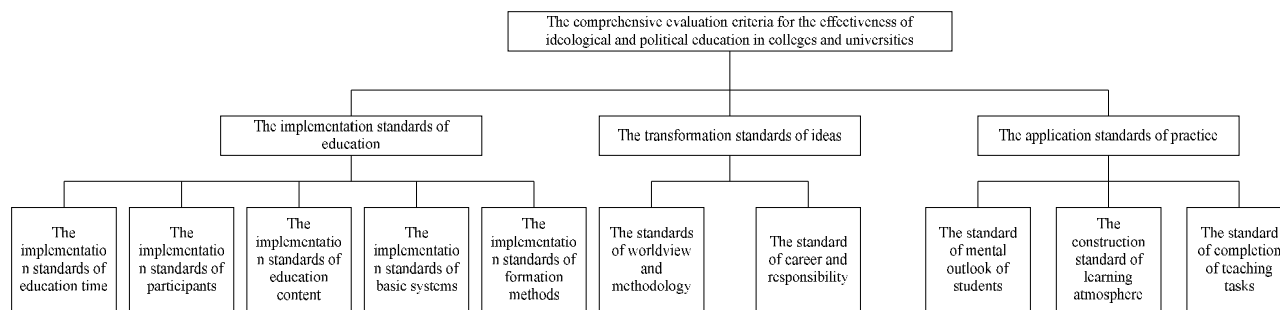


Figure 1. The framework of the evaluation system for the effectiveness of ideological and political education

The framework of the evaluation system of the effectiveness of ideological and political education in colleges is decomposed step by step. Three secondary standards are decomposed from the comprehensive evaluation criteria for the effectiveness of ideological and political education in colleges and universities: the implementation standards of education, the transformation standards of ideas, and the application standards of practice. Ten specific standards are decomposed from three secondary standards: the implementation standards of education time, the implementation standards of participants, the implementation standards of education content, the implementation standards of basic systems, the implementation standards of formation methods, the standards of worldview and methodology, the standard of career and responsibility, the standard of mental outlook of students, the construction standard of learning atmosphere, and the standard of completion of teaching tasks[3]. Hierarchical structure and process structure are the main manifestations of the overall framework. These constitute the basic framework of the evaluation system of the effectiveness.

2.2. Setting up the evaluation index based on discrete model

The evaluation index of effectiveness of education: The purpose of evaluating ideological and political education is to make students attach importance to the study of ideological education[4]. The evaluation index of ideological and political education for students can be set as follows: ideology, learning situation, participation rate of activities, excellent deeds, etc. Among them, the evaluation of ideas can be carried out dynamically, and other indicators can be quantified.

The evaluation index of educators: educators guide the whole process of ideological and political education. The evaluation of the educators is carried out by examining some situations, for example, by examining the degree of ideological progress and changes in learning attitudes after the students enter the school. Therefore, the results obtained through the above evaluation index are quantifiable and comparable. The evaluation of ideological and

political education cannot ignore the process. The development of evaluation index should focus on the combination of quantitative evaluation and qualitative evaluation, static evaluation and dynamic evaluation, process evaluation and result evaluation[5], which can make the evaluation process coherent, comprehensively examine and guarantee the educational results, and make the evaluation be reasonable and scientific.

A mature evaluation system can not be separated from the support of the model. To build a firm and perfect evaluation system of ideological and political education, the premise is that it must be supported by a model that can explain the system specifically[6], which is more convincing. The discrete model is an abstract representation of the internal logic of a theoretical system, as shown in Figure 2:

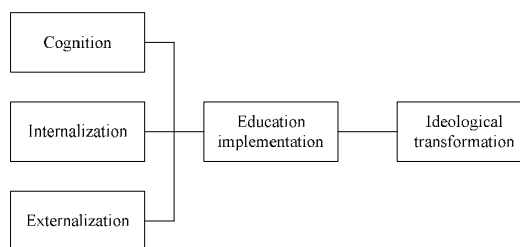


Figure 2. Discrete model of the evaluation system

The establishment of the discrete model for the evaluation system of ideological and political education begins with the adaptation of students' psychological cognition, and is based on the law of students' physiological and psychological transformation[7]. We should construct the implementation of ideological and political education from different perspectives of cognition, internalization and externalization, and finally deepen the ideological transformation. On the basis of the discrete model, the evaluation system can more specifically reflect the problems in the evaluation process, deepen the implementation of education from three parallel levels, and ultimately achieve ideological transformation gradually, and im-

prove the evaluation efficiency by combining theory and practice.

2.3. Implementation of the evaluation of ideological and political education based on discrete model

According to the above analysis of the evaluation indexes of ideological and political education, the evaluation system of ideological and political education based on discrete model is applied to evaluate the ideological and political education of the school. The evaluation process is shown in Table 1:

Table 1. Evaluation criteria of ideological and political education based on discrete model

Primary index	Specific index
The implementation of education	The implementation standards of education time
	The implementation standards of participants
	The implementation standards of education content
	The implementation standards of basic systems
	The implementation standards of formation methods
The transformation of ideas	The standards of worldview and methodology
	The standard of career and responsibility
The application of practice	The standard of mental outlook of students
	The construction standard of learning atmosphere
	The standard of completion of teaching tasks

The above evaluation criteria are graded one by one, and the establishment of the discrete model of the evaluation system is conducive to the establishment of the goal of ideological and political education in colleges and universities, and clarifies the orientation and purpose of education[8]. Colleges and universities should regard ideological and political education as a practical activity in line with social development, and cultivate all-round talents under the guidance of the education policy put forward by the Central Committee of the Communist Party of China. The process and final effect of ideological and political education should be evaluated. The evaluation system should be scientific, practical and able to reflect the problems or shortcomings in the work. The evaluation system can raise questions at any time and urge educators to correct them. Only by emphasizing the result-oriented ability can the ultimate goal of ideological and political education be achieved, which can enhance the pertinence and effectiveness of education.

3. Experiment

In order to verify the effectiveness of the evaluation system of ideological and political education effect based on discrete model, a comparative experiment is designed. The paper selects two classes with the same number of students in the same major in a university and carries out ideological and political education on them at fixed time and at fixed points. The traditional evaluation system and the evaluation system in this paper are used to evaluate the effectiveness of the education for students in two classes. The comparison of the evaluation efficiency is shown in Figure 3.

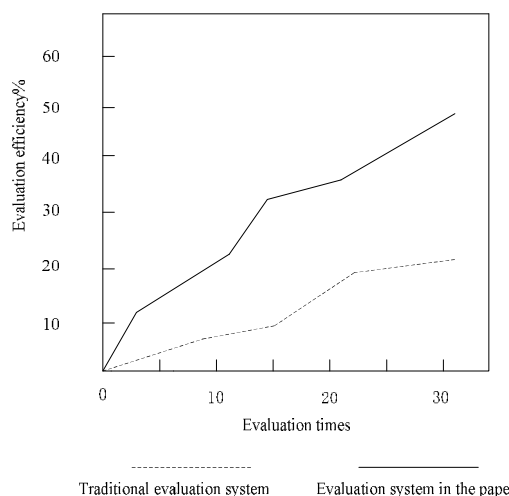


Figure 3. Evaluation efficiency comparison result chart

Through the above figure, it can be concluded that the more times the evaluation system in the paper is used to evaluate, the more efficient it is. The evaluation system in this paper is more suitable for schools, which have more people to be evaluated. It can not only better understand the effectiveness of ideological and political education, but also save time and manpower.

4. Conclusion

The implementation of students' ideological and political education is long and important. Enhancing the scientific nature of the evaluation of ideological and political education can effectively change college students' original views on ideological and political education, and increase students' attention. In the process of education, educators should teach by example and understand the psychological characteristics of students, so as to better guide students positively. In order to improve the quality of talents

in colleges and universities, educators should set an example, participate in the evaluation of the effectiveness of ideological and political education in colleges and universities with students, and participate in the whole process of educational activities, which can promote the coordinated development of students.

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