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Analysis of the significance of developmental teaching evaluation of high school ideological and political courses

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Abstract: The teaching evaluation of high school ideological and political courses is a key component of ideological and political course teaching. It is of great significance to implement developmental classroom teaching evaluation in high school ideological and political classrooms, which not only helps to implement the fundamental task of cultivating morality and cultivating people, but also promotes the all-round development of teachers and students. In the context of comprehensively promoting the great rejuvenation of the Chinese nation with Chinese-style modernization, the developmental teaching evaluation of high school ideological and political courses is particularly important, and it is of great significance to understand the importance of developmental teaching evaluation of high school ideological and political courses, which is of great significance for educational theorists and teaching practitioners to better carry out the teaching evaluation of high school ideological and political courses.

Keywords: Sinicization; High School Ideological and Political Class; Developmental pedagogical evaluation; Significance.

1. The connotation of developmental teaching evaluation in high school ideological and political courses

Developmental teaching evaluation is a kind of formative teaching evaluation, which is not aimed at screening and selecting talents compared with traditional teaching evaluation, but promotes the all-round development of students through evaluation. The "Standards for Ideological and Political Courses in General High Schools (2017 Edition and Revised in 2020)" promulgated in 2020 proposed to accelerate the establishment of an evaluation mechanism to promote the development of students' core competencies in ideological and political disciplines, establish a developmental evaluation mechanism that encourages students' continuous progress, and clarify the nature of ideological and political courses. In the evaluation of curriculum teaching, not only the basic knowledge acquired by students in political science courses should be evaluated, but also the abilities such as political identity, scientific spirit, awareness of the rule of law and political participation required for political core literacy should also be included in the comprehensive evaluation of students.

The developmental teaching evaluation of high school ideological and political courses refers to the comprehensive evaluation of the immediate dynamics of teaching activities and teaching effects in accordance with the teaching objectives of ideological and political courses in high schools. Its main purpose is to comprehensively evaluate the teaching of teachers and students' learning in ideological and political classes. In terms of the evaluation of students, in addition to mastering the basic knowledge of politics, it is also necessary to evaluate whether they have established the correct political direction and whether they have improved the core literacy of the subject; In terms of evaluation of teachers, it includes the comprehensive evaluation of teachers' setting of teaching objectives, selection of teaching content, and use of teaching methods in the teaching process.

Sinicization is a modernization that harmonizes material civilization and spiritual civilization, requiring the realization of all-round material enrichment and all-round human development. Developmental teaching evaluation evaluates teachers' teaching and students' learning, helps to feedback information on both, timely adjust and improve teaching activities, so as to improve the quality of classroom teaching, and then promote the all-round development of teachers and students.

2. The function of developmental teaching evaluation in high school ideological and political courses

The developmental teaching evaluation of high school ideological and political courses has the functions of feedback, diagnosis and supervision.

2.1. Feedback function

The feedback regulation function of developmental teaching evaluation is first embodied in teachers, which can not only help teachers find out various teaching problems and promote the solution of problems, but also help improve teachers' teaching quality and teaching efficiency, so that teachers can improve their ideological realm and ability level in continuous learning. Secondly, the feedback regulation function of developmental teaching evaluation is also reflected in students, through the feedback of all evaluations, students re-examine their own learning and performance in all aspects, and actively adjust the existing learning objectives and learning methods according to the results of the review, formulate reasonable learning plans, jump out of the "recent development area", and enhance the endogenous motivation of development. Finally, the feedback regulation function of developmental teaching evaluation can also be reflected in the classroom, and teachers can use scientific management

methods to regulate and adjust teaching methods by observing the overall situation of classroom learning and discipline in real time, and deeply reflect after class.

2.2. Diagnostic capabilities

The biggest feature of final evaluation is to find out the differences between individuals through evaluation and rank them in order, developmental teaching evaluation is mainly through evaluation to make both sides of the evaluation clearly understand their own state in teaching or learning, find out the existing problems and formulate solutions, the most fundamental purpose is to promote the sustainable development of both sides of the evaluation. In this process, teachers can carefully study and accurately position their own teaching plans, design teaching plans, teaching methods and content through evaluation, improve teaching ability and teaching methods in continuous diagnosis, and promote their own sustainable development. At the same time, students can find their own weaknesses and shortcomings according to the evaluation of all parties, so as to prescribe the right medicine and improve learning efficiency.

2.3. Supervision capabilities

In the past, teaching evaluation paid too much attention to students' academic performance, and grades played a decisive role in the final evaluation, which caused the evaluation to be often critical in nature, teachers only used evaluation as a way to test their own teaching level, and students would have negative attitudes towards evaluation. The supervision and appraisal function of developmental teaching evaluation is mainly to evaluate teachers' teaching and students' learning, check the process of "teaching" and "learning", judge the gap between the degree achieved and the predicted goal, clarify the direction of future efforts by supervising and evaluating the object, explore the correct way to achieve the expected goal, and promote the realization of the teaching goal. An important prerequisite for its role is that teaching and learning objectives and evaluation standards have been established, so that teachers and students can demand themselves according to the goals and examine and monitor themselves with standards.

3. The Significance of Developmental Teaching Evaluation in High School Ideological and Political Courses

The developmental teaching evaluation of high school ideological and political courses, improving the evaluation mechanism for promoting the all-round development of teachers and students, meets the requirements of implementing quality education, and is not only conducive to promoting the effective realization of the important task of cultivating morality and cultivating people in high school ideological and political courses, but also conducive to promoting the all-round development of teachers and students.

3.1. It is conducive to the implementation of the fundamental task of effectively cultivating morality and cultivating people in high school ideological and political courses

The 20th National Congress of the Communist Party of China has sublimated the important position of education, and better implementation of the fundamental task of cultivating morality and cultivating people has become the trend of the times. Ideological and political courses play a key role in the implementation of the fundamental task of cultivating morality and cultivating people, and the implementation of developmental teaching evaluation in high school ideological and political courses has its unique significance. The high school ideological and political discipline has a specific knowledge system and unique scientific norms, involving economic, political, philosophical, cultural, rule of law, morality and other aspects, which has both disciplinary value and moral education value. The new curriculum standards mention that ideological and political courses have the characteristics of comprehensive subject content, leading moral education work in schools, and practical implementation of curriculum. It is connected with the ethics and rule of law course in junior high school, combined with current affairs and politics, and cooperates with the teaching of other subjects in high school, and jointly undertakes the fundamental task of cultivating morality and cultivating people. The foundation of educating people lies in virtue, and the purpose of virtue is to cultivate new talents in the era who will realize the great rejuvenation of the Chinese nation. Through the study of compulsory high school politics 1 "Socialism with Chinese Characteristics", compulsory 2 "Economy and Society", compulsory 3 "Politics and the Rule of Law", and compulsory 4 "Philosophy and Culture", students can not only establish the correct three views, but also gradually become new people of the era with faith, thought, dignity and responsibility.

Developmental teaching evaluation is based on the scientific law of high school ideological and political teaching, and starts from objective reality to effectively improve students' core literacy and comprehensive ability. At the same time, it can also promote teachers to establish a correct concept of teaching and evaluation, scientifically and reasonably evaluate students, so that high school ideology and politics can be more prominent in realizing the role of cultivating morality and cultivating people.

3.2. Promote the all-round development of students

In high school, the emphasis is on cultivating students' subject literacy and practical ability. On the journey of promoting the great rejuvenation of the Chinese nation with the Sinicization era, we must cultivate new talents of the era who are all-round development. The high school ideological and political course not only cultivates students' basic knowledge, but also promotes them to establish a correct world view, outlook on life and values. However, due to the lack of knowledge, life experience, social experience, etc., high school students have poor ability to distinguish right from wrong and self-control, and are susceptible to the influence of various ideas. At the same time, high school students are developing people with strong plasticity, which provides the prerequisite for the implementation of developmental teaching evaluation.

The adolescent stage is the "jointed pregnancy period" of life, which needs the most careful guidance and cultivation. Traditional teaching evaluation pays too much attention to teachers' teaching, while the developmental teaching evaluation of high school ideological and political courses emphasizes that teaching should mobilize the enthusiasm of teachers and students, take students as the foundation, give

full play to students' initiative, and realize two-way interaction between teachers and students. First of all, teachers should start from the characteristics of students' physical and mental development, formulate reasonable evaluation standards and indicators, adopt correct evaluation methods, and scientifically evaluate students; Secondly, teachers should see the complementarity of students' physical and mental development, allow students to make mistakes, view students correctly, and help them achieve all-round development in recognizing and correcting mistakes; Finally, through evaluation, students should be guided to grasp the correct direction of life and establish correct ideals in life.

Therefore, the implementation of developmental teaching evaluation in high school ideological and political courses can not only help achieve the subject purpose of high school ideological and political courses, but also better promote the realization of moral education functions, so that students can achieve the teaching goals, while also qualitatively improving their innovative spirit and practical ability, so as to truly achieve the purpose of all-round development of high school students and cultivating new talents for the development of socialist modernization.

3.3. Promote the holistic development of teachers

As the design, organization and guide of teaching activities, teachers play a key role in improving the quality and level of high school ideological and political courses. Teachers bear the responsibility of teaching and educating people, and teachers' teaching plays a direct role in students' learning, so teachers must first set an example and set an example in terms of ideological character, behavior habits and correct three views, in order to educate students well. If the teaching evaluation cannot effectively identify the teaching effectiveness and promote the improvement of teachers' professional ability and personality quality, it will not meet the requirements of promoting students' own development, which will hinder the progress and development of students and is not conducive to the realization of the purpose of adult talent.

Compared with traditional teaching methods, the implementation of developmental teaching evaluation in high school ideological and political courses opposes directly linking evaluation results with rewards and punishments, reducing the utilitarian nature of evaluation results, shifting to effective evaluation of teachers' own quality and classroom quality, comprehensively considering teachers' work performance, and conducting objective and comprehensive evaluations of teachers, so as to promote the implementation of teachers' teaching and education responsibilities, promote teachers' all-round development and improve classroom quality.

4. Conclusion

Developmental classroom teaching evaluation adheres to the core concept of "life-oriented", promotes the individualized development and all-round development of people, and is of great significance for promoting the in-depth development of quality education in China and building a learning society. As a new classroom teaching evaluation mode implemented under the background of new curriculum reform, developmental classroom teaching evaluation can be applied to ordinary middle schools, which can actively guide education to pay attention to students' subjectivity and sustainable development potential. As educational theorists and teaching practitioners of high school ideological and political courses, it is necessary to deeply understand and grasp the importance of developmental teaching evaluation in high school ideological and political courses, so as to provide guidance for the measures of developmental teaching evaluation of quasi-high school ideological and political courses, enhance the effect of high school ideological and political courses, and promote the state to cultivate high-quality innovative talents with scientific and cultural literacy and ideological and moral accomplishment.

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