A Few Thoughts on the Reform of Ideological and Political Course Examination in Colleges and Universities

Zhenguo Guan

School of Marxism, Northwest Agricultural and Forestry University, Yangling 712100, China

ABSTRACT. *Ideological and political course examination reform is a part of University teaching reform. The paper elaborated several shortcomings in the course of Ideological and political courses examination from examination proposition, examination form, examination paper marking, examination evaluation form, and put forward several aspects of the direction of reform about Ideological and political courses examination respectively from establishing question bank for Ideological and political examination, Implementation of information-based examination, building automatic marking system, Independently form scientific evaluation, It has great value and guiding significance for promoting the teaching reform of colleges and universities, implementing humanized management, improving the teaching effect of Ideological and political courses.*

KEYWORDS: *Ideological and political course in Colleges and University, examination reform, thinking*

1. Introduction

Ideological and political courses in colleges and universities are the main path to conduct ideological and moral education for college students. One of the important objectives is to train college students to be qualified builders and successors of socialism who love socialism, support the leadership of the party, have noble moral sentiment, broad mind, independent personality and innovative spirit. At present, the teaching effect of ideological and political course is mainly tested by examination. Therefore, the examination proposition, the examination content and form, the examination paper marking, the examination evaluation way has the obvious

discrimination function to the scientific evaluation of teachers and students teaching effectiveness. The more scientific, reasonable and humanized the examination method is, the more accurately it can reflect the learning effect of students. However, there are many problems in the traditional ideological and political course examination, which affect and restrict the improvement of the teaching effect of ideological and political theory course in colleges and universities.

2. Problems existing in ideological and political course examination in colleges and universities

At present, examination paper proposition, examination form, examination paper review, evaluation method of the ideological and political course is not scientific. As an important platform for cultivating young students to set up correct outlook on life, world outlook and values, it is necessary to fully recognize the main channel role of ideological and political courses, deepen the examination reform, embody the humanistic care education, and drive the teaching innovation of ideological and political courses with the examination reform.

2.1 Questions on the proposition of Examination Papers

The examination paper proposition is the first step of the examination work, It determines the success or failure of the examination, and is an important reference value for testing the teaching and learning effect of teachers and students. At present, a lot of colleges and universities do not pay enough attention on ideological and political courses, there is even a coping phenomenon, It lacks research and thinking even for teachers how to teach and how to test, many teachers for the problems existing in the ideological and political courses examination be forced to keep one's resentment or to turn a blind eye to look or turn a deaf ear to hear, it's none of your business, hung high, preserve our sanity, do nice attitude. The proposition questions of ideological and political examination papers are mainly reflected in the following aspects: first, the arbitrariness is strong. Many colleges and universities lack the question bank for ideological and political courses. Before the end of each semester, relevant leaders randomly assign a teacher to give one or two questions according to his or her seniority, so even if he or she has finished the assignment. Because the

content of the proposition is only known by the proposition himself, there is a lack of the overall grasp of the test questions and the demonstration of the scientific rationality of the content of the test questions, so the difficulty, reliability, validity and suitability of the proposition for the actual situation of students cannot be fundamentally guaranteed. Secondly, the imbalanced proportion of subjective and objective examination questions and lack of innovation. Through the investigation of the national ideological and political courses examination paper, we found that many colleges and universities ideological and political courses exam is antiquated, objective questions accounted for over 85%, causing students to think about the subjective topic for only 10-15%, and objective topic is on the investigation to the students the basic knowledge, most remain in the "what" and "why", on the question of "how to" such a superficial level, largely ignored the students' learning autonomy and creativity, this determines the students can only learn by rote for a lot of knowledge, completely deviated from the goal and purpose of the students independent thinking and cultivating students healthy personality. Third, the old questions and unreasonable assignment. Through investigation and summary, we found that many universities ideological and political course examination papers are still in the "original ecology". Including filling-in the blanks test, short-answer questions, the analysis topic, discrimination problem, the material topic, such are all ancient topic, and each topic is reasonable assigned points, including filling-in the blanks test, short answer, and analyzing the objective topic, a topic for discussion and so on, owns part of the 85-90% of the whole points, as the only subjective topic, the material analysis topic constitute only a small proportion of total value, and it is close to the teaching books. It is not difficult to find that a common problem in the current ideological and political course examination in colleges and universities is to let students memorize book knowledge by rote, leaving no room for students to give full play to their subjective initiative and creative thinking. Fourthly, it is difficult to guarantee the rigor and fairness of test questions. Because the proposition is arbitrary, and a single or a few teachers by taking this course teaching task   "monopoly" the right questions , and more teachers have no right of knowing and   controlling topic, so it's really hard to ensure the rigor of exam questions, this man-made unfair, is not only unfair to all the students, at the same time it may cause some teachers to undertake the unfair course examination evaluation result.

2.2 Examination forms. At present

the national ideological and political course examination forms can be said to be all kinds of things, but more is written test form, which is to let students answer questions on a fixed paper. This kind of exam form, for the moment, there are many drawbacks: first, fixed -paper test, evaluation standard is single, belongs to a kind of closed test, it determines the students lack of play space in answering questions, thousands of people to answer with a piece of paper, it was due to the fixed content of the teaching material which decides this kind of paper, the fixed answer is the result of the teaching material content, students answer of the content is the same copy to the teaching material, and can't fundamentally   investigate students' ability of independent thinking and creativity to answer the question. Second, the expected goal of talent training is difficult to achieve. It is lack of scientific rationality to use a paper test to examine students' learning effect. The learning of college students should be an open learning, not selective examination. The form of examination should meet the needs of students' physical and mental growth and development to the greatest extent, and cultivate students' independent and sound personality and independent thinking ability. Thirdly, it goes against the original intention of ideological education for college students. As Chinese citizens, we should understand Chinese values and guiding ideology, and deeply study the series of theoretical achievements of sinicization of marxism. But more importantly, ideological and political courses can not be learned only as a knowledge, a subject, more important is learning, living and apply, to classes, methods, the ideas of ideological and political courses as a class, common knowledge and rights protection class for further study, as a result, the ideological education for college students is not an end, but rather through phase state of consciousness education, intellectual education courses and the idea of internalization, externalized in line, this really is the fundamental purpose of ideological and political courses education in our country. Therefore, this kind of content solidifying the examination form which the paper turns over by rote is contrary to the original intention which carries on the ideology education to the university student. Fourth, the examination form lacks the humanity concern. Ideological and political class throughout the examination process, each class will generally adhere to about 2 hours left, or even three hours. In the process of examination, students use their eyes, ears, hands and

brain at the same time, with high concentration, high physical and mental tension, single sitting posture, and a lot of physical energy, easily forming examination fatigue and examination phobia, which is not conducive to the healthy growth of students, and seriously violates the people-oriented education requirements.

2.3 Examination paper rating

According to the investigation of relevant materials, there are quite a few problems in the examination papers rating of ideological and political education in colleges and universities. Firstly, the review of the standard is different. Due to a single person or a few propositions, the answers of examination paper is made by propositions, so the reference answers of the paper and most content of the teachers usually teaching has certain discrepancy and gap, and the lack of effective communication before the reference answer is made, which will inevitably lead to the problem for some teachers in ideological and political courses differences and conflicts arising from different view. Second, the error rate increases. Manual examination papers   will certainly greatly increase the workload of teachers, after each examination, in the face of thousands of papers, in order to complete the task as soon as possible, many teachers work overtime, although the speed of examination papers up, but the quality of examination papers can not be guaranteed, examination paper error rate is high. In addition, due to the adoption of flow work in the examination paper marking, in the process of statistical scores, there is often a situation that scores are statistically wrong, which is considered to have caused the unfairness of students' scores. Thirdly, students' opinions increase. Students pay more attention to the result of the examination, after each examination results is published, or a new beginning or the end of each term, there are many student who telephone directly to find teachers or office, require to inquiry and review of examination papers grades, after careful review, many student scores exists certain errors, or item or part reviews assignment problems, or score statistics problems. This, to some extent, puts the relationship among teachers, students and schools in a state of tension.

2.4 Examination evaluation questions

At present, teachers, students and schools generally adopt the "three-level evaluation" method to evaluate the ideological and political course teaching performance. In the evaluation process, students and schools will evaluate teachers according to the test scores. The main reasons that influence the teaching quality of ideological and political education are the single assessment method of the existing examination evaluation mode, the incomplete examination content and the lack of humanistic care in the evaluation standard. From the current point of view, the examination evaluation has the following problems: first, the evaluation content is single. The relevant departments only evaluate teachers' teaching based on students' examination results, but ignore other factors that affect the grades, such as the difficulty, reliability, validity and confidentiality of examination papers. Second, the evaluation index is one-sided. The evaluation of the ideological and political course results usually only looks at the passing rate, but ignores the high score and the deviation between the scores. Third, the evaluation means need to be improved. When evaluating the examination results, the relevant departments of colleges and universities only see the total results, but ignore the results of each component of the total results. The results are completely negative or completely positive in the evaluation process, which to a great extent hurts the self-esteem and enthusiasm of teachers.

3. Several ideas of ideological and political examination reform in college and universities

3.1 Establish examination question bank of ideological and political course in colleges and universities

The establishment of the examination question bank of ideological and political course in colleges and universities is the requirement of the modernization of education development. On the one hand, it can save human resources, avoid the uncertainty and arbitrariness of proposition in the examination proposition, reduce the error rate, have scientific rationality, and reduce the work burden and pressure of ideological and political course teachers in colleges and universities. First of all,

source task. Strictly obey the requirements of question bank construction, the task of the construction of the test shall be carried out in accordance with the plan in scientific and reasonable division of labor. each ideological and political courses teachers is a question of topic source supplier, depending on the type of situation in accordance with the set of questions or problem in a way that task allocation, and ask the teacher put question into the topic source bank at a predetermined period of time, last teachers will enter a question bank to summarize the source of arrange, organize the teachers to scientific rationality and argues the source of leak in order to fill a vacancy for the question bank. on the basis of the officially included in the item pool resource. At the same time, teachers who are responsible for the source input of the question bank shall input the reference answers and source of each question reviewed into the system at the same time. In order to ensure the fairness and non-monopoly of test question source, all question sources are marked in the database, that is, which teacher the question source comes from, and the name of the question source and the teacher correspond to each other, in case the person in charge updates the question source at any time. Secondly, topic source information refinement. Constitute the source of various questions to do comprehensive and refinement, cover a much broader, increase the subjective topic content, reduce the proportion of objective questions, reduce rote exam content, focus on cultivating students' ability of independent thinking and solve problems independently, cultivate students sound personality, knowledge, learning, living source to be targeted, high content of topic source has a high degree of accuracy, each topic source will be discussed on the basis of hammering out through consistent can determine the source under the title, finally. This requires teachers to be proficient in professional knowledge, understand the general direction and overall trend of subject development, constantly strengthen their own learning, as the source of knowledge to master the comprehensive and accurate in place. Thirdly, the source information is the most up-to-date. Education courses in colleges and universities is a proactive embodies practical and of course, whether it is a textbook version replacement or update teaching content in all subject areas remain the top rankings, which requires teachers should responsible for test topic source in time according to the change of situation and policy, according to the change of the teaching material, according to the change of teaching content, To update the test topic source, and after strictly discussion timely input question bank, get rid of old ideas content at the same time,

keep the question bank resources in the newest state, as to avoid the inefficiencies and low efficiency of the exam .Finally, the test question source fairness. After the question bank for ideological and political courses is established, special personnel shall be responsible for the maintenance and confidentiality of specific question bank information to avoid the leakage of question bank resources. Before every examination, related personnel must have the plan to extract topic source from the question bank randomly in fairness, different types of topic source are extracted respectively, finally combined into several sets of test paper, only the specialist is responsible for this job, rather than the teacher, also is not related to leadership, only in this way, to ensure that question of the exam is fair.

3.2 the implementation of the information test

The implementation of informationized examination for ideological and political courses in colleges and universities can remove the rigid and dogmatic examination mode, reduce students' schoolwork burden and teachers' teaching pressure, reflect the scientific and humanized examination, and reduce unnecessary resource waste. The implementation of the information test, the forms and methods can be flexible and diverse, such as through mobile phones, through computer programming, made into a random test questions, students can carry out the test work when the test randomly produced electronic papers. The student implements informationization exam, have the following a few characteristics, above all, the student sits onto his exam seat randomly according to successively order, click his number and ID number then begin examination, enter exam program. Secondly, each student has a set of separate test questions in the examination process, which can maximize the occurrence of violations in the examination process. Thirdly, students can choose the types of questions in the exam and choose the materials and cases they are familiar with and interested in to answer the questions. All kinds of cases and materials are closely related to students. Students are open in answering questions and can give full play to their subjective initiative to conduct independent analysis and thinking, which is conducive to cultivating students' innovative spirit and innovative ability. Fourth, the informationization examination may automatically discriminate the subjective question and the objective question type and makes the distinction. The objective questions are automatically reviewed and the scores are given directly,

while the subjective questions are automatically stored in the memory for teachers to review. Fifth, the informationization examination paper produces the electronic examination paper and the ideological and political topic database topic source responsible person's information source links together, after the student tests, the student test USES the computer to have the self-support disposition and the storage function, student's answer are automatically saved, simultaneously will match with this question corresponding answer automatically, in order to prepare the teacher to review.

3.3 Build an automatic review system

After the student takes an examination, the objective question examines automatically generate the score, but the student cannot see, only waits until the subjective question simultaneously after the examination completes, two achievement merges to be able to generate the overall score and announce to the student automatically. The specific operating procedures are as follows: first of all, ideological and political course teachers should strictly and carefully check the list of students on their classes, where they can see which students took the exam, which students didn't take the exam, and what kind of state they are in. On this basis, click the examination paper marking button then display on the computer page. Enter the examination paper review process, this page can see the students' objective results, subjective questions are still in the state of review. Secondly, click on the subjective questions to read. Page review software on the start of a step by step on the students' subjective examination carefully and strictly review, of course, this work in reference to the answers and papers have been matched on the basis of automatic, each set of subjective examination review time does not exceed 1 minute, the teacher can see the subjective examination scores on the page. Third, click the scoring button, each student's total score automatically generated. Step 4: connect the electronic list of students in each class and click the score to automatically connect the system, and the scores of all students will be generated automatically based on the class. Construct and implement the examination paper electronic approval system of ideological and political courses in colleges and universities, using electronic marking method, can reduce the unnecessary waste of manpower, financial resources, can reduce the traditional work caused by the negligence of

human error in the process of marking, can reduce the contradiction between students, teachers and school authorities, can reduce the number of students and teachers work stress, creating good humane working environment.

3.4 Self-generated scientific evaluation

After generating grades in all of the students, teachers of ideological and political courses enter teaching system home page, to carry on the academic performance of autonomous generating, first, teachers analysis and evaluate student's test scores, analyzed one by one according to the established indexes, including the pass rate, high rate, average, deviation value and other indicators, per click, the system will automatically generate a conclusion, based on this, the system automatically pointed out the deficiency existing in a student's academic performance, including the advantages and the direction of needing to workhard at the same time. Second, on this basis, teachers will send the evaluation criteria generated by the system to the relevant academic performance evaluation department of the school and wait for the evaluation result of the school. Third, send the academic results to each student, so that the students will receive the results sent by the teacher in time, and point out the advantages and disadvantages of each student's test paper in the student system, for the reference of students. The system requires students to make an objective and fair evaluation of teachers' teaching within the specified time, and the evaluation score will be distributed to students and the relevant responsible departments of the school at the same time, and they will finally give their evaluation of the ideological and political course examination results and teachers. Independently generated by the scientific evaluation system, has the directivity, multiple targets at the same time analysis and evaluation courses to students academic achievement, education courses, teachers and students, and can be objective and fair than to artificially make all sorts of scientific and reasonable evaluation, process evaluation with summative evaluation, quantitative evaluation with qualitative evaluation together, all the factors into account adequately, be truly scientific, rationality, impartiality and humanization. To the greatest extent, it avoids the artificial unfairness and impartiality of subjective examination evaluation mode, and fully mobilizes the enthusiasm and initiative of teachers and students in work and study.

Ideological and political courses examination reform in colleges and universities

is the requirement of the development of higher education modernization in our country, is demand of the implementation of humanistic education pattern, is the specific requirements of a new era of socialism with Chinese characteristics in the field of education, though full of all sorts of difficulties and challenges, as long as firm faith, firm goal, Ideological and political courses examination reform in colleges and universities must be in full swing smoothly.

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