

Evaluation of the Effect of Red Cultural Resources in Educating People in Colleges and Universities



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Abstract

The evaluation of educating people with red cultural resources is an objective evaluation activity carried out by colleges and universities for educating people in order to measure the value realization degree of educating people's practice applied to the object. The development of the evaluation work can not only reflect the value recognition of red cultural resources education in colleges and universities, but also highlight the achievements and existing problems of education practice, and promote the optimization of red cultural resources education practice.

Keywords

Colleges and universities, teaching evaluation, red culture

Introduction

From a macro point of view, the evaluation indicators of the education evaluation of red cultural resources discussed above also contain certain evaluation paradigms, but the evaluation indicators must be manifested through detailed and operational evaluation methods. From a microscopic point of view, the evaluation method of red cultural resources educating people is not only the connection point of the practice and effectiveness of red cultural resources educating people, but also a "magnifying glass" for the value of educating people and problems in the process of educating people, and it is also an important way to achieve the purpose of educating people.

1. Observation method

The observation method is one of the important methods in educational psychology. It refers to a method of purposeful and planned observation, investigation and description of the behavior of educating objects carried out by the educating subject through the senses or borrowing certain scientific instruments within a certain time and space range. In essence, observation is a kind of objective perception activity of observing one's actions and listening to his words. The purpose of educating people with red cultural resources is to allow college students to actively externalize the connotation of red cultural resources in their daily study and life, and to show their noble moral sentiments through their own behaviors. Therefore, observing and accurately grasping the behavior of college students is for the purpose of enhancing the pertinence and effectiveness of educational practice. To use the observation method to evaluate the effectiveness of red cultural resources in educating people, the following three points must be done. First, the observer must have a clear purpose and plan. For different levels of observation objects, the observer should clarify the purpose of observation according to the law of their physical and mental development and different educational purposes, and use this purpose to guide the action of the observer. If there is no clear purpose of observation, the act of observing can only be called general perception and does not have the academic characteristics of observational research. Before carrying out observation, the subject of educating people must plan the time of observation, the subject of observation, the specific task of observation, and the problem to be solved by observation, etc., and conduct careful observation around these indicators during observation. If new situations and problems arise during the observation process, the observer should adjust and propose new observation goals in time to continue the observation. In addition, observers should pay attention to the order of evolution in the observation process, and analyze the behavioral essence of college students' feedback in daily life and study according to the sequence of preliminary observation - in-depth observation - analysis and judgment. Second, the subject of educating people should objectively and impartially reflect the observed situation. An act of observation should be carried out in a very natural situation, it is appropriate to choose the daily life of college students as the observation scene, and it should not make college students realize that they are being observed, and then make their own behaviors are covered and performative, elements, which eventually lead to the loss of meaning of observation. Second, when educating people feedback observation results to management, they should seek truth from facts, be objective and fair, and must truthfully reflect the observation situation, and must not have subjective emotions and personal prejudice. When the subject of educating people observes familiar observation objects, they should pay special attention to overcoming the observation bias caused by subjective emotional factors, such as covering up faults or exaggerating words. Third, the main body of educating people should insist on comprehensive observation and abandon the bad habits of metaphysical observation. The result of the observation is to reflect the ideological problems that the observation object still has after being educated by the red cultural resources, but it cannot be based on the observation of a certain aspect to characterize the ideology. Under the common influence of various ideological trends, college students' behavior will show certain complexity and uncertainty. For example, when a college student sees an old man falling while shopping, he will rush to help him, and at the same time, he will delay his studies because of the pursuit of love; a college student often goes to an Internet cafe with friends to play games, not because he really likes to play games, but because he wants to play games by playing games. The way of the game to maintain the feelings between him and his friends. Therefore, when the subject of educating people observes, they must observe comprehensively and systematically, especially pay attention to the study and living environment of the observation object and the social environment, and comprehensively recognize the behavior of the observed person.

2. Test method

The test method is the earliest and most mature part of the study of learning assessment theory. It allows students to answer representative questions that are formulated in combination with educational goals and closely related to educational topics, and fully extract information from students' answers. An important evaluation method for making judgments based on preset criteria. The test method is the core method for evaluating the effectiveness of red cultural resources in educating people, and it is an important starting point to test the degree of students' acceptance of red cultural resources. The traditional test method refers to the written test, while the modern test method includes three parts: written test, situational test and projective test. First, the written test method of red cultural resources educating people. Written test refers to written test and written test, which is one of the most commonly used evaluation methods to test the effectiveness of teaching. It can provide the most intuitive feedback for the effectiveness of red cultural resources in educating people, but its drawback is that standardized test questions cannot take into account different educational The independent personality of human and object makes it difficult to demonstrate the individualized educating characteris-

tics of red cultural resources. Second, the situational test method. Situational testing belongs to the method of psychological testing, which refers to the method of observing the educating object completing the test task in the real life situation or the specific situation artificially designed by the educating subject. The situational test can better reflect the internalization degree of the educational object to the red cultural resources than the written test, and more truly reflect the emotions and attitudes of the college students towards the red cultural resources. Third, the projection test method. The projection test of educating people with red cultural resources refers to a test in which the educating subject provides the object with polysemous "stimuli" with rich connotations, and then requires the educating object to give feedback in a short time. Since this kind of test requires a quicker response after receiving stimulation, it is difficult for the educating object to think comprehensively and meticulously, and the results of the test can reflect the innermost true feelings of the educating object, as well as psychological activities such as needs, motives, beliefs, etc. The advantage of this test is that it allows the personality of the educational object to be fully displayed freely, overcoming the limitations of written tests on personality.

3. Investigation method

Mao Zedong pointed out in "Against Bookism": "Investigation is like 'October pregnancy', and solving problems is like 'giving birth in one day'. Investigating is solving problems." (Selected Works of Mao Zedong: Vol. 1 [M]. Beijing: The People Publishing House, 1991: 110-111). The survey method in the evaluation method of red cultural resources education is also an evaluation method established to solve the problem of the low time-effectiveness of education evaluation. The survey method is guided by the assumed purpose, and in a certain period of time, it collects, analyzes and grasps the relevant materials of the educating object's perceptual and rational cognition of the red cultural resources, and then draws an objective conclusion. The advantage of the survey method is that it can collect a large amount of material in a short period of time and quantify it, saving time and cost. But the defect is that the materials obtained by the survey method are generated based on the subjective thinking of the educating object, and it is difficult to avoid certain falsehoods. The survey method can be divided into the interview method for individuals and small groups and the questionnaire survey method for groups due to the size of the scope of the survey objects. First, the interview method. Also known as the conversation method, it means that the subject of educating people, under the guidance of the established research purpose, conducts oral conversations with the educating object in a planned and step-by-step manner to understand the general situation of educating people with red cultural resources, obtain useful information, and understand the actual situation. A method of working that is effective. The essence of the interview is the fully developed two-way interaction between the subject and the object of educating people. The advantage of the interview method is that it is a working method that directly intervenes in people's hearts, with process controllability and low cost. In the process of interviewing, we must adhere to the principle of voluntariness and self-consciousness, and we must not force college students to participate in the interview. We must also pay attention to keeping the content of the interview confidential to protect the privacy of college students. Second, the questionnaire survey method. Questionnaire survey method is a widely used method in evaluation work. Its essence is that the subject of education measures the research problem according to the "controlled" survey results, and then collects the required information. Compared with the interview method, the questionnaire method has the advantage that the questions of the survey can be more detailed and complete, and because of its anonymity, it is not easy to generate conflict in the minds of college students, so that the main body of education can know a certain range. The attitudes, motivations and demands of the college students towards the education of red cultural resources, and grasp the expectations of the target group. But at the same time, it should be noted that there will be certain errors in the questionnaire survey method, which is mainly reflected in the recovery rate of the questionnaire, which is unlikely to reach 100%; the interference factors of the questionnaire survey method are uncertain, for example, college students will be affected by the filling environment, filling in classrooms or libraries will be more serious, while filling in canteens or shopping streets will be more casual, especially for questions that you do not understand or multiple choice. The questions are more perfunctory; the questionnaire survey method also lacks flexibility. The information collected by the questionnaire survey method will eventually be transformed into data and probability, thus losing the vividness and specificity.

4. Third-person evaluation method

The third person refers to a third party other than the speaker and the listener who pretends to be a bystander. The third-person evaluation of educating people with red cultural resources can avoid the interference of the subject and object of educating people on the evaluation process, and the time, place and theme of the evaluation are relatively free, but it requires higher personal qualities for the evaluation work. The attitude at work should be kind and humble, and

the relevant record work should be done in a timely manner. In addition, the third-person evaluation must be based on the third-party's understanding of red cultural resources and their education practices, otherwise the impartiality and objectivity of education evaluation will be lost. In addition, since the research scope of this paper is limited to colleges and universities, the third-person evaluation mentioned here mainly includes the evaluation of the faculty group and the peer group. First, the evaluation of faculty and staff groups. According to the specific division of labor, the faculty and staff in colleges and universities can be divided into teachers who carry out educating work and teachers and laborers who provide logistical services for the study and life of college students. The evaluation of faculty and staff groups is mainly through interviews to understand the behavioral paradigms of college students who have been educated by red cultural resources in their daily study and life by externalizing their inner ideological and moral qualities. Qualitative, comprehensive evaluation of the effectiveness of education. As far as employee evaluation is concerned, for example, you can ask the canteen staff whether there is a waste of food and drink, and skip the queue when taking meals, ask the dormitory management staff whether the college students pay attention to the environmental sanitation of the dormitory, pay attention to personal appearance, etc., and ask the library staff whether the college students will speak loudly. Noise, damaged books, etc. Second, peer group evaluation. "The so-called peer group refers to a group that is relatively close in terms of family background, age, hobbies, characteristics, etc.", (2007: 109). Peer group evaluation is of great significance to the correction of college students' behavioral norms, because college students will understand the peer group as a "small society" full of acquaintances, and the evaluation of the peer group is directly related to the college students' standing in it. "Dignity" is and whether it can be accepted by this group. However, when carrying out peer group evaluation, it should also be noted that because college students are still in the development and maturity stage, the evaluation work may not be strictly matched, so the organizer of the evaluation must do a good job of supervision and guidance. In addition, since the democratic concept of college students in the new era has already been deeply rooted in the hearts of the people, when carrying out peer evaluation work, it is appropriate to tilt towards outstanding student cadres, but the active role of the rest of the college students cannot be ignored. Carrying out mutual evaluation not only increases the persuasiveness and fairness of the evaluation, but also makes the evaluation results more comprehensive and objective.

5. Self-feedback evaluation method

Self-feedback of educating people with red cultural resources means that in the process of educating people with red cultural resources, especially after a period of time after educating people, they internalize the connotation, characteristics, value degree and externalization of red cultural resources. Reflect and think about the behavior of red cultural resources, such as which ones are worthy of recognition and development, which ones still have defects and need to be improved, and how to improve them. The effect of educating people with red cultural resources ultimately needs the behavior of college students' externalization to be reflected. After receiving the education of red cultural resources, if college students can complete certain behaviors with a sense of social justice under the guidance of noble morality, they will have a psychological experience full of positive energy such as fulfillment, satisfaction, pride, and joy. The experience reinforces their confidence to continue doing so. On the contrary, if college students do things that go against the red spirit and the fine traditions of the red, or even do bad things, they will be condemned by their conscience, resulting in negative psychological experiences such as guilt, shame, and self-blame, and then conduct self-reflection and admonish themselves. No longer produces behavior of a similar nature. The effectiveness of self-feedback evaluation depends on the moral awareness level and social responsibility of the behavior subject. So in essence, self-feedback evaluation is the self-moral evaluation of college students' own behavior. The self-feedback evaluation of red cultural resources education is mainly realized as self-summary, which can be self-affirmation and self-criticism made publicly in class meetings and summary meetings, or private self-summarization in written form, such as writing self-assessment, etc. The core of self-feedback evaluation is self-judgment. In the self-feedback evaluation, college students should make two-level judgments on the internalization and externalization of red cultural resources education. From the perspective of self-judgment at the internalization level, college students should ask whether they agree with the red cultural resources, whether they agree with the party's ruling history, whether they agree with the Chinese dream and the great rejuvenation of the Chinese nation; College students should also ask themselves whether they are conscientiously practicing the fine red traditions and socialist core values. It should be pointed out that when college students carry out self-feedback evaluation, they must choose the scale that suits them.

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