

Evaluation of Ideological and Political Education in College English Course Based on Production-oriented Approach

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Abstract: In the current college English teaching, ideological and political education has become an important task. Based on the production-oriented approach, this paper makes an in-depth analysis on the evaluation of ideological and political teaching in college English course. Firstly, the core concepts and characteristics of production-oriented approach are discussed, and then how to apply evaluation methods to the practice of ideological and political teaching is expounded. Finally, this paper provides specific suggestions and strategies for the evaluation of ideological and political teaching based on the production-oriented approach, aiming to promote efficient and systematic teaching evaluation and improve ideological and political education level.

Keywords: Production-oriented approach; College English; Ideological and political education; Evaluation

Introduction:

With the continuous development of English education, the status of ideological and political education has been widely concerned. How to effectively evaluate the ideological and political teaching effect of students in English courses has become the focus of educators. Production-oriented approach, as a guide to college English teaching, emphasizes the actual results and application ability of students. This paper will explore how to evaluate the ideological and political teaching in college English course based on the production-oriented approach, and provide specific strategies and suggestions for educators.

1. The guide of the production-oriented approach

1.1 Teaching guidelines

Class design should be learning-oriented. Teachers emphasize on student-centered teaching mode, and encourage students to take the initiative to participate and experience. The input-output integrated process emphasizes the close relationship between input and output, that is, knowledge learning and knowledge application. In the intercultural communication process, college English course is to promote students' cross-cultural understanding ability at any effort. Generally speaking, teachers focus on improving students' key competence, always creating opportunities to develop students' core skills and abilities, such as language ability, cultural awareness, innovation, cooperation, critical thinking and autonomous learning.

1.2 Teaching hypothesis

Output-driven: During students' learning process, teachers focus on the actual output of students, such as speaking, writing, and project making.

Input empowerment: Teachers should ensure that students get enough knowledge input in the learning process, and encourage students to integrate these inputs for effective output.

Selective acquisition: Students are encouraged to choose what to learn according to their interests and needs.

Learning by evaluation: Evaluation is not only a test of students' knowledge, but also a part of learning.

2. Case analysis on the application of production-oriented approach to ideological and political teaching -- taking students majoring in bioengineering as an example

2.1 The application to teaching criteria

When designing college English classes for students who major in bioengineering, teachers start from the actual needs of these

students. They need to master English vocabulary, sentence patterns and literature related to their major, and the teacher needs to make full preparation beforehand and design class activities to meet their learning needs, such as extended reading materials. When reading scientific and technological literature, articles related to ideological and political content such as bioethics and the social impact of biotechnology development can be introduced.

As for intercultural communication, by discussing international biotech ethics cases, students are encouraged to think about these issues in different cultural contexts and to express their viewpoint. And in order to improve students' key competence, teachers guide students how to discuss and speak in English on ethical issues in the field of bioengineering at international conferences or forums, so as to develop their language competence, cultural awareness and critical thinking.

2.2 The application to teaching hypothesis

Based on output orientation, teachers need to organize a simulated international academic conference for students to give an English presentation on a bioengineering ethical topic. And in order to achieve input empowerment, teachers are supposed to provide students with English academic resources related to bioengineering, such as papers, news and videos, and combine them with ideological and political content, and allow students to choose an ethical issue in bioengineering for research and discussion according to their own interests. As to evaluation, when evaluating students' English reports, teachers should not only examine students' English language competence, but also their ability to understand and analyze ideological and political issues.

3. Evaluation methods of ideological and political teaching

3.1 Evaluation of the development of students' ideological and political level

Combined with the core concept of college English teaching, production-oriented approach puts more emphasis on evaluating students' practical output, that is, how students apply and reflect the knowledge and skills they have learned in reading, writing and project making. It reveals that in the evaluation process, the focus is not only on what students have learned, but also on how students apply them to language practice.

Under the framework of production-oriented approach, teachers should pay more attention to students' practical performance. For example, how students apply and cite elements of ideological and political education to professional-related discussions or debate, what their analytical, critical, and judgmental abilities are, and how they express and present their thoughts and opinions in real situations for application.

More importantly, the evaluation process for each student should be recorded in detail. Throughout the evaluation process, the production-oriented approach suggests teachers emphasize continuous and systematic observation and evaluation of students' actual output in a circular way. From an output-oriented perspective, the evaluation process can be further subdivided into: pre-evaluation (specifying the initial output level of students), setting output-based teaching objectives, continuous collection of students' output data during teaching implementation, post-evaluation (comparing the actual output of students with the expected output). Class performance and individual performance need to be recorded as data collection.

3.2 Evaluation of ideological and political teaching

The concept of production-oriented approach is that the focus of evaluation should be on the actual output of students. The evaluation of ideological and political teaching should be combined with students' actual learning achievements to reflect students' real sense of acquisition and learning experiences, so the key part of evaluation mode of ideological and political teaching is on process evaluation.

Under the guidance of production-oriented approach, English teachers should focus more on students' learning process and competence development than final examination scores, and highlight whether students achieve the predetermined learning objectives. For example, whether the students' homework or class performance show the knowledge and skills of ideological and political education that they have mastered. Process evaluation is superior to any other way of evaluation in ideological and political teaching.

Teacher's role is changing when necessary. Different from traditional teaching, POA-based way of teaching pays more attention to students' performance and interaction in the classroom, especially how they use the ideological and political education knowledge and skills they have learned to participate in discussions, solve problems and express their opinions. That's to say, teacher is an instructor, an organizer, a judge or even a partner, at any time when necessary.

What's more, the evaluation procedure based on production-oriented approach should be coherent and systematic. Initially, teachers should make clear their students' learning goals, then formulate corresponding teaching plans and methods, and finally measure whether students achieve these goals through various evaluation tools. In the evaluation process, special attention should be paid to the actual output of students, such as their homework, classroom performance, participation, etc., to ensure that students can

achieve the predetermined learning goals. In all parts of class design, class activities, students' performance and class reflection, there should be clear standards and indicators to measure whether students achieve the learning goals.

3.3 The evaluation of college English curriculum

The evaluation of college English curriculum focuses on class design, the selection and organization of teaching materials, and the specific process of teaching implementation. The evaluation of ideological and political education involved in it needs to be carefully designed to ensure that all aspects can get proper attention. The key points include: curriculum objectives, whether it is clear, specific, and students of the ideological and political education foundation, interests and habits to match, and have appropriate challenges; teaching materials, whether it is systematic, matches the curriculum objectives, and effectively extracts the topics and problems related to ideological and political education; teaching organization and implementation, whether there is a curriculum ideological and political content that matches the curriculum form, teaching mode and evaluation method. Each of them can reflect the practice and actual performance of the ideological and political teaching at different levels.

In addition, the role of college English course should be evaluated in the whole course system. From this perspective, the entire professional development curriculum needs to be considered as a whole to ensure that the ideological and political goals and content of the curriculum are consistent, hierarchical and systematic for students' overall development. Thus, course objectives should be consistent with the deployment of the entire professional course group and show progressive hierarchy in each course. Teaching materials need to meet the requirements of the professional development and maintain continuity and consistency with the materials applied in other courses, so as to form a harmonious course system for students' overall development.

Conclusion:

In general, the evaluation of ideological and political teaching in college English course based on production-oriented approach provides teachers with a new perspective and tool. The ideological and political evaluation method based on this orientation is not only more objective and systematic, but also pays more attention to the practical application ability of students and the long-term effect of ideological and political education, thus it will make positive contributions to students' all-round development.

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