

Research on the Teaching Effectiveness Evaluation of the Integration of Ideological and Political Education and Insurance Teaching in Curriculum

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Abstract

Under the core concept of cultivating virtue and talent, we cultivate responsible and responsible talents in the new era through comprehensive educational mechanisms and resources. Based on the analysis of the current situation of integrated teaching of ideological and political courses and insurance courses in professional finance and economics colleges, a system for evaluating the effectiveness of integrated teaching of ideological and political courses and insurance courses is constructed, the evaluation system is divided into 4 primary indicators and 12 secondary indicators, and through practical application research, summarize strategies to improve the integration of ideological and political courses and insurance professional courses, and provide reference for improving the evaluation system.

Keywords

Insurance courses; Ideological and political education; Teaching effectiveness evaluation.

1. INTRODUCTION

In order to implement the goal of cultivating talents through moral education, achieve the social mission of young scholars, and maximize the role of classroom teaching as the main channel for education, many domestic scholars actively explore how to guide the ideological value throughout the entire process and various links of insurance education and teaching, and conduct research from the perspectives of education system, implementation path, construction mode, curriculum system, etc. Hu Peng (2022) believes that improving the acceptance and recognition of ideological and political education in "insurance" is currently a challenge. He proposes to take the construction of new humanities as a starting point and accelerate the construction of an ideological and political education system for "insurance" courses, which will be more conducive to cultivating insurance talents in the new era that are both based in China and facing the world. Luo Yan and Xiao Ru (2022) proposed how to organically integrate ideological and political education into curriculum teaching to achieve a silent and nurturing effect. It is necessary to identify the ideological and political path and integration point of the "insurance" curriculum. Li Lihong (2022) proposed that the ideological and political education of insurance courses should form a construction model of "educational reform promotion, textbook assistance, and evaluation promotion", and a practical model of "total score, drip irrigation, and modularization". Peng Xu (2021) believes that in the new era,

ideological and political education in universities is not a separate curriculum system, and moral education design cannot be ignored in the practical process of insurance majors.

It is important to explore the significance, methods, and implementation process of offering ideological and political courses in insurance majors in order to better achieve the concept of full staff, full process, and all-round education (Lu Daokun, 2018). At the same time, it is clearly necessary to assess students' mastery through certain evaluation indicators and systems in the process of carrying out ideological and political education in insurance courses (Xie Hanjin et al., 2019). Because teaching effectiveness is the driving force for the next step of curriculum optimization, only by understanding the effectiveness of ideological and political education in insurance professional courses can we further optimize and improve the implementation of curriculum ideological and political education plans, and help students establish a correct and positive outlook on life, values, and career when studying insurance professional courses. Xie Mingming and Li Qinying (2021) proposed a blended teaching model (SPOC) that fully combines classroom teaching and online teaching. Based on the practice of the SPOC teaching model for the offline premium course Insurance at Zhengzhou University, combined with a questionnaire survey, the effectiveness of insurance teaching was evaluated from two dimensions: teaching performance and student ability development. Xu Huidan et al. (2022) incorporated the ideological and political education module into the curriculum assessment plan by introducing a dynamic real-time assessment mechanism, in order to quantify ideological and political education.

The evaluation of the teaching effectiveness of integrating ideological and political education with insurance teaching is the core issue of the reform of ideological and political education in the curriculum. The assessment of the effectiveness of ideological and political education in courses is inevitably a further study of implicit teaching effectiveness, and it is difficult to obtain quantitative evaluation results in practice. Therefore, existing evaluation methods tend to focus on qualitative evaluation, and the evaluation content also focuses on the knowledge level (Xiong Xiaoyi and Yao Yang, 2012; Yu Tengyun, 2021; Li Wenzhong and Zhao Bowen, 2019). Overall, the evaluation of the effectiveness of ideological and political education in insurance courses has not yet formed a systematic assessment system and is still in the preliminary exploration stage.

2. CONSTRUCTION OF AN EVALUATION SYSTEM FOR THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION AND INSURANCE TEACHING IN CURRICULUM

To ensure the integration of ideological and political education and professional courses in professional finance and economics colleges, a scientific, effective, and comprehensive teaching effectiveness evaluation system should be established, providing effective reference for the evaluation of the comprehensive reform of moral education and talent cultivation.

2.1. Theoretical framework of teaching effectiveness evaluation system

The evaluation system for the integration of ideological and political education and insurance courses in professional finance and economics colleges is based on the stakeholder theory of economics. According to stakeholder theory, the evaluation of the integrated teaching effectiveness of ideological and political education and insurance courses in professional finance and economics colleges involves multiple stakeholders, including schools, teachers, students, and employers. Each group is closely related to the comprehensive reform of moral education and talent cultivation. Schools are the leading force in promoting the comprehensive reform of cultivating morality and talents, and play an important guiding role in party building and ideological and political education work. As the educator of the integration of ideological and political education and insurance courses, insurance professional course teachers shoulder

the responsibility of deepening ideological and political education in the curriculum, and are the main driving force for promoting the integration of ideological and political education and insurance course teaching in teaching activities. Students are the recipients of knowledge and the objects of evaluating the effectiveness of insurance teaching. One of the things that needs to be measured is whether professional knowledge and the content of ideological and political courses can be transformed into an individual's outlook on life and values. Enterprises are the recipients and demanders of talent cultivation in professional colleges, and their satisfaction with the effectiveness of talent cultivation in schools directly affects the construction of the final teaching effectiveness evaluation system.

2.2. Design of teaching effectiveness evaluation system

By analyzing the demands and responsibilities of stakeholders in the integration of ideological and political education and insurance courses in professional finance and economics colleges, a specific teaching effectiveness evaluation system scale is designed. The teaching effectiveness evaluation system includes four primary indicators, namely acceptance level, recognition level, integration level, and application level. There are three secondary indicators under the acceptance level of ideological and political integration, namely the acceptance level of students towards the integration of ideological and political courses and insurance majors, the acceptance level of teachers towards the integration of ideological and political courses and insurance majors, and the acceptance level of insurance companies towards the integration of ideological and political courses and insurance majors. There are three secondary indicators under the recognition level of ideological and political integration, namely the recognition level of students towards the integration of ideological and political courses and insurance majors, the recognition level of teachers towards the integration of ideological and political courses and insurance majors, and the recognition level of enterprises towards the integration of ideological and political courses and insurance majors. There are three secondary indicators under the level of ideological and political integration, namely the effectiveness of students' knowledge accumulation, emotional effectiveness, and behavioral effectiveness. There are three secondary indicators under the level of ideological and political integration, namely the level of insurance professional skills, the level of insurance professional ethics, and the level of insurance professional ethics.

The design of the teaching effectiveness evaluation system scale takes into account the needs of schools, teachers, students, and enterprises, thereby ensuring the objectivity, diversity, and comprehensiveness of the overall teaching evaluation effect.

Based on the Analytic Hierarchy Process, analyze and study the weights of the teaching effectiveness evaluation system, and compare them in pairs based on the importance of each indicator. At the same time, the standard class average method is used for specific calculations, and the final results are sorted.

3. THE TEACHING EFFECT OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION WITH INSURANCE TEACHING

3.1. Scoring of teaching effectiveness evaluation system

The standard teaching effectiveness evaluation system includes 4 primary indicators and 12 secondary indicators. Each indicator scores from 1 to 5 points. Among them, 1 is "very unsatisfactory effect", 2 is "unsatisfactory effect", 3 is "average effect", 4 is "good effect", and 5 is "very good effect". The full score of this evaluation scale is 60 points, among which 0 to 10 points indicate that the overall effect is particularly poor and needs to be redesigned and adjusted; A score of 11 to 20 indicates that the overall effect is relatively poor and requires focused research and analysis; A score of 21 to 30 indicates that the effect is average and overall

improvement is still needed; A score of 31 to 45 indicates that the overall effect is good, but there are still some shortcomings; A score of 46 to 60 indicates that one is very satisfied with the overall teaching effect, which is in line with the teaching philosophy of integrating ideological and political education with insurance teaching in the course of cultivating moral character.

3.2. Analysis of the results of teaching effectiveness evaluation

This study used statistical software Stata15.0 to conduct statistical analysis on the evaluation results of teaching effectiveness. Among them, the acceptance level of ideological and political integration includes three secondary indicators, with a total score of 24. The recognition level of ideological and political integration includes three secondary indicators, with a total score of 29. The degree of ideological and political integration includes three secondary indicators, with a total score of 43. The degree of integration of ideological and political education includes three secondary indicators, with a total score of 36.

From the overall results, in terms of the application of ideological and professional integration, the score of concept integration is relatively high, reflecting the current professional finance and economics colleges, from students, teachers to schools, have a good understanding of the integration of ideological and political courses and insurance courses. The score of professional integration is relatively low due to the different directions and course content settings of the insurance major, making it difficult to effectively connect the ideological and political content of the course with the insurance major curriculum system, professional course content, and students' future employment direction. In terms of the integration effect of ideological and professional education, the most prominent performance is the degree of integration. The teaching reform of cultivating morality and cultivating talents in China has been promoted for more than two years. Although there are still some shortcomings, the integration of ideological and political courses with insurance courses has achieved significant results, particularly in terms of students' creative ability and moral quality. However, the main reason for the low level of recognition is that over the years, the curriculum of insurance majors has mostly focused on theoretical teaching and hands-on practice. Students, teachers, and enterprises need time to accept and understand the addition of ideological and political content in insurance professional courses.

3.3. Strategies for Improving the Integration of Ideological and Political Education and Insurance Teaching in Curriculum

Firstly, scientifically construct a teaching effectiveness evaluation system scale. To achieve effective integration of ideological and political education and insurance courses, and further improve the final teaching effectiveness, it is necessary to conduct precise analysis and attribution research on the evaluation system, in order to ensure the scientific and effective scale of the teaching effectiveness evaluation system. By conducting professional analysis and applicability research on each indicator, modify the settings of each professional indicator. It should be noted that the teaching effectiveness evaluation system scale still needs to be further developed in terms of accuracy and completeness. Based on the specific content and actual situation of insurance courses, the integration of ideological and political education with professional courses should be designed and researched, in order to ensure that students can efficiently receive professional education and better establish correct worldviews, values, and outlooks on life.

Through analysis, it was found that this teaching effectiveness evaluation system scale includes 3 primary indicators and 12 secondary indicators. Among them, the integration and application of ideological and political indicators at the first level account for the largest proportion. This reflects the ultimate effect of integrating ideological and political education

with insurance teaching, with the goal of cultivating moral character and cultivating talents. Special attention should be paid to the implementation process. The various indicators in the teaching effectiveness evaluation scale influence and are interrelated. Professional finance and economics colleges can improve the weight of indicators based on different situations, and deepen and develop the scale setting of teaching effectiveness evaluation system in response to their own problems and shortcomings.

Finally, carefully study the future development direction of the corresponding industry in the insurance industry. The ultimate goal of cultivating virtue and talent is to cultivate professional and skilled talents with good moral qualities and strong professional qualities. How professional course teachers can set teaching content tailored to the future development direction of the insurance industry to meet the ethical requirements, core skills, and core literacy needs of enterprises for talents is a crucial issue. Only by doing organizational planning and resource allocation in advance can we ensure targeted implementation and integration. Schools and enterprises are inseparable parts. Only through deep integration and collaborative education can schools and enterprises ensure that future talents have good moral literacy and professional technical abilities. Only in this way can we further promote the integration and development of ideological and political education and insurance professional education, improve students' political and cultural confidence, effectively combine professional skills learning and ideological and personality shaping, and make important contributions to the future development of China's insurance industry.

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