

Application of the SMART Principle to Diagnose and Improve the Quality System of Ideological and Political Courses in Higher Vocational Colleges

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Abstract: In order to improve the quality of Ideological and political courses in Modern Higher Vocational Colleges and understand the new system construction methods, this paper analyses the topic of "Diagnosing and improving the quality system construction of Ideological and political courses in Higher Vocational Colleges in accordance with SMART principles". In the analysis, SMART principle is first transmitted, and then applied to the quality diagnosis of Ideological and political courses in Higher Vocational colleges, to understand the specific problems, and finally to put forward strategies and system construction methods to improve the quality of Ideological and political courses. Through the analysis of the article, it is understood that the poor performance of Ideological and political courses in Modern Higher Vocational Colleges under the SMART principle needs to be improved, and the defects can be accurately identified by following the SMART principle, and the direction of quality optimization can be provided.

1. Introduction

SMART principle was first proposed by management master Peter Drucker in his book Management Practice in 1954. SMART principle was originally a way of managing the work of managers to make the work more efficient. Its meaning includes five aspects: Specific, Measurable, Attainable, Relevant and Time-bound. The initials of the English words in these five aspects are SMART Principle [2-3]. SMART principle in management is that managers will provide assessment objectives and standards for employee performance appraisal in the future, which will make the assessment more scientific and standardized. The process of formulating SMART principle is also a process of self-increasing ability. Applying SMART principle to the implementation path of innovation and entrepreneurship education in higher vocational colleges can not only make the assessment more scientific and standardized, but also make the process more self-increasing. The implementation path of innovation and entrepreneurship education is clear and hierarchical, and the object relationship in SMATR principle is used to promote the common learning progress of scholars and students [4-6].

In today's society, the position and role of comprehensive quality of talents in national power competition is becoming more and more prominent, and it has gradually become an important force to promote social progress. Therefore, in the future market competition, the comprehensive quality of talents will become the key to the competition of various industries, and this resource will become the most valuable and valuable strategic resource for the development of the industry. Whoever has the advantage of talent resources will have the advantage of market competition. The ideological and political course in Higher Vocational colleges, as the key to the quality training of talents, should reach the qualified level. In fact, in Modern Ideological and political education, teachers pay more attention to the surface quality indicators such as major subjects and achievements. Faced with the innovation of management concept, backward values and behavioral norms, the attention is not high, which causes the teaching quality of Ideological and political courses in most colleges and universities to be out of touch with the modern needs [7].

The quality diagnosis of Ideological and political course, as the basic link of talent training project, points out the direction for social development and plays a decisive role in shaping and innovating teaching quality. However, how to choose the diagnostic method of Ideological and

political course quality, so that ideological and political course can really "internalize in mind, melt in emotion, solidify in system, externalize in action, manifest in matter", is an urgent problem for teachers and university managers to study. This paper is a preliminary study on the method of quality diagnosis of Ideological and political course based on SMART principle, trying to explore a suitable diagnostic method for teaching quality of Ideological and political course in China, and improve the implementation process of Ideological and political course construction.

2. SMART Principle

The SMART principle has been used by many international organizations such as the World Bank as the design principle of the index evaluation system. Its connotation includes five aspects: Specific, Measurable, Attainable, Relevant and Time-bound.

(1) Clarity

The goal of Ideological and political diagnosis must be specific. Diagnostic goal is the starting point and fundamental point of index system design. Whether diagnostic conclusion meets diagnostic goal or not is the main criterion to judge whether diagnostic method is reasonable or not. Table 1 Ideological and Political Course Definite Indicators Case.

Table 1 Ideological and Political Course Definiteness Indicators Case Study

Overall indicators	Refinement index
Clarity	instructional objective
	Teaching process
	Teaching Behavior

(2) Measurability

All diagnostic methods should focus on the measurability of indicators [9]. The measurability here includes not only quantitative analysis but also qualitative analysis. Generally speaking, the measurability of quantitative indicators is self-evident, while for qualitative indicators, as long as we can establish reasonable and scientific evaluation criteria, we also think that it is measurable. When building a more complex index system, we need to consider both the quality and quantity of the index, so that we can get more accurate and objective conclusions by combining the two. The smooth progress of the whole diagnostic work requires a combination of quantitative and qualitative methods from different perspectives to achieve [10-13]. Table 2 Examples of Measuring Indicators in Ideological and Political Courses.

Table 2 Examples of Measuring Indicators in Ideological and Political Courses

Overall indicators	Refinement index
Measurability	Students' Theory Learning Level
	Students' Practical Learning Level
	Comprehensive Quality Level of Students

(3) Realization

The selection of diagnostic index method should take into account the possibility of data acquisition. If the data of an investigation index can not be obtained in reality, or it is difficult to obtain, and the cost is high, then the index is difficult to be operable. These conditions must be taken into account when designing the index. In addition, in practice, some data may be difficult to obtain, at this time some approximate estimation methods can be used [15]. Table 3: Case study of realizable indicators in Ideological and political courses.

Table 3 Cases of Realizable Indicators in Ideological and Political Courses

Overall indicators	Refinement index
Realizability	Feasibility of Teaching Scheme
	Student Satisfaction
	Economic efficiency

(4) Relevance

On the one hand, the various indicators in the diagnostic index system should be related, and the index system is not a random stacking of many indicators. Each index should have a certain logical relationship. Specifically, the main manifestations are as follows: firstly, each index should be related to the purpose of diagnosis to serve the purpose of diagnosis; secondly, different indicators should be related to each other, can complement each other and verify each other; thirdly, each index can be diagnosed correctly. The image is accurately described and should not be included or overlapped in content. On the other hand, the comprehensive application of each diagnosis method should be complementary and mutually verifiable, so as to ensure the accuracy of the diagnosis results [16-18].

Table 4 Cases of Relevant Indicators in Ideological and Political Courses

Overall indicators	Refinement index
Relevance	Whether Teaching Has Achieved the Teaching Objectives
	Traceability of Teaching
	Teaching coverage

(5) Time limit

All kinds of diagnostic methods can only play a role in a certain period of time. Ideological and political diagnosis itself has a high requirement for timeliness. In the process of index design and method selection, we should draw up the diagnosis time according to their own reality, check the progress of diagnosis regularly and master the progress in time so as to adjust the work plan in time.

Table 5 Cases of Relevant Indicators in Ideological and Political Courses

Overall indicators	Refinement index
Time-based	Whether the stages of teaching are comprehensive or not
	Performance of Teaching Quality in Different Stages
	Teaching stability

3. SMART Principle Construction of Ideological and Political Course Diagnosis and Quality Improvement System in Higher Vocational Colleges

3.1 Diagnosis

(1) Definite diagnosis

In the ideological and political course of modern higher vocational colleges, teachers have different indicators of teaching quality, which can be seen from the diagnosis of SMART principle that its clarity is insufficient. Without understanding the quality indicators, teachers can not accurately control the quality of teaching, so this performance is the main reason for the poor performance of Ideological and political teaching [20].

(2) Measuring diagnosis

Measurability mainly aims at diagnosing teaching resources and judging the impact of resources on teaching quality. The teaching resources of Ideological and political courses in higher vocational colleges generally refer to the teachers' strength. In view of this, because the modern national education support policy is good, and the higher vocational colleges attach importance to the development of teachers' strength, there is generally no influence of teachers' strength in the measurable diagnosis.

(3) Realistic diagnosis

Focusing on the teaching quality of Ideological and political courses in Modern Higher Vocational colleges, we mainly judge whether the current teaching has achieved the quality indicators in the process of realizable diagnosis. On this point, combined with the above two diagnoses, it can be seen that the teaching quality of Ideological and political courses is unstable and the overall performance is not good, so the quality indicators are not achieved, and the results

of realizable diagnosis are defective.

(4) Diagnosis of correlation

Referring to relevant indicators, we can judge the relationship among teaching methods, teaching modes and teaching objectives in the ideological and political course of modern higher vocational colleges. As a result, modern teaching methods and modes can only achieve theoretical indicators, but can not achieve practical indicators. Therefore, there is a lack of relevant diagnosis results.

(5) Time-limited diagnosis

According to the past teaching case history of Ideological and political course in Higher Vocational colleges, periodic inspection is carried out in time-limited diagnosis. The results show that there are defects in the diagnosis results and standard values of each period. It can be seen that common cases have problems in the whole process, and should be improved in the subsequent construction of the new system.

3.2 Construction of Quality Improvement System

(1) New Modernized Teaching Model

The traditional way of teaching can't satisfy the new society with more and more progress and abundant information. It can't reach the teaching goal when teaching and it can only make students' learning dull and tasteless. Therefore, the ideological and political teaching should adopt a new teaching mode and make full use of the network information and more. Media technology will show more and more abundant image materials to students in an intuitive form and improve the classroom atmosphere.

(2) Ways to Mobilize Learning Enthusiasm

Let students always be in an active state of thinking, timely put forward some questions, stimulate students' thinking, to think about problems, get rid of the traditional teaching copy of propaganda, boring. Group discussion and group competition play an active role in promoting the classroom atmosphere. Teachers ask some questions. Students get relevant information by looking at materials and other ways. They summarize and find out the answers. They are affirmed in the discussion among students. Every student participates fully in the discussion to confirm the answers, which helps to increase the number of students. At the same time, it also exercises the sense of teamwork and dialectical thinking.

(3) The social practice of classroom content has practical significance.

Practice is a very important content for ideological and political education, and it is of great help and practical significance for students to better understand the ideological and political course. Nowadays, college students have been in the protection of the school, and the year-by-year study of basic courses makes students seldom contact with the society, and their understanding of some problems shows confusion. It needs social practice, so that students can fully analyze, understand and gain valuable life experience, integrate theory into real life, deeply feel the core idea of Ideological and political education, and apply it to the treatment of problems, feel the way to deal with problems.

4. Conclusion

To sum up, the ideological and political education of higher vocational students is a strategic task with a long way to go. It is obvious that it is not easy to improve the teaching quality of Ideological and political courses in Higher Vocational colleges. How to make higher vocational students have a strong interest in Ideological and political courses and make them like ideological and political courses is an important topic that educators need to explore, and need to make efforts and practice in many ways. Therefore, according to the diagnosis of SMART, the ideological and political course in modern higher vocational colleges should persevere in exploration, reform and innovation, and then sum up practical experience. It is believed that the ideological and political education in higher vocational colleges will surely achieve ideal results, effectively improve the quality of Ideological and political course teaching, and ultimately benefit higher vocational students for life.

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