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Li Ran

Belarusian National Technical University (BNTU)

Scientific supervisor: Malashenko E.A.,

Ph.D. in Education, Associate Professor

Minsk, Republic of Belarus

Belarus State Economic University (BSEU)

malashenko@bseu.by

APPLICATION OF CIPP MODEL IN CULTIVATING PATRIOTISM EDUCATION FOR FUTURE EDUCATORS

Abstract: *This study explores the application of the CIPP evaluation model (Context, Input, Process, Product) in fostering patriotic education for future educators. The model emphasizes a holistic approach, evaluating not only educational outcomes but also the decision-making processes and contextual factors influencing them. The research introduces a four-dimensional, multi-level evaluation index system tailored to assess the effectiveness of patriotic education activities in higher education. By addressing deficiencies and identifying areas for improvement, the study aims to enhance the quality of patriotic education, aligning it with contemporary societal needs. The findings provide theoretical and practical guidance for educational institutions to improve the development of future educators' patriotism.*

Key Words: *CIPP Evaluation Model, patriotic education, future educator, evaluation, quality Improvement.*

Ли Жань

Белорусский национальный технический университет (БНТУ)

Научный руководитель: Малашенко Е.А.,

кандидат педагогических наук, доцент

Минск, Республика Беларусь

Белорусский государственный экономический университет

malashenko@bseu.by

ПРИМЕНЕНИЕ МОДЕЛИ КВПП В ФОРМИРОВАНИИ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ БУДУЩИХ ПЕДАГОГОВ

Аннотация: Автор рассматривает применение модели оценки КВПП (Контекст, Вклад, Процесс, Продукт) в развитии патриотического воспитания будущих педагогов. Автор подчеркивает важность целостного подхода, оценивая не только образовательные результаты, но и процессы принятия решений и контекстуальные факторы, влияющие на них. В работе представлена четырехмерная многоуровневая система оценочных индексов, разработанная для анализа эффективности патриотического воспитания в высших учебных заведениях. Решая проблемы и выявляя возможности для улучшения, исследование направлено на повышение качества патриотического воспитания, соответствующего современным потребностям общества. Полученные результаты предоставляют теоретические и практические рекомендации для образовательных учреждений по развитию патриотизма у будущих педагогов.

Ключевые слова: модель оценки КВПП, патриотическое воспитание, воспитание педагога, оценка, повышение качества.

The CIPP model is a management-oriented evaluation model proposed by a famous American educational evaluator Stufflebeam D.L. in 1966. It is a theoretical model of educational evaluation, and its value orientation is decision-making and social utility. Background evaluation requires diagnostic analysis; the background analyzes the target setting; the input evaluation requires the feasibility of the teaching program implementation; the process evaluation needs to understand the program execution and reasonably analyze whether the specific teaching process is feasible and improve the effectiveness; the effect evaluation requires various methods to analyze the implementation effect of the course teaching program, further determine its effectiveness and feasibility, and judge the necessary modification of the optimization or termination plan believes that "the most important purpose of evaluation is not to prove whether it is effective, but to improve and optimize. CIPP mode is the most detailed and well-designed mode at present" (Stufflebeam 1966).

Patriotic education activities in colleges and universities in the content, form carrier and systematic guidance also need to be further improved and promoted. A four-dimensional and four-level evaluation index system should be constructed to further optimize and improve it from the perspectives of all staff, the whole process and all-round aspects, so as to effectively evaluate the effect of educational activities and

promote the improvement of education quality. It can help to determine the importance of patriotism education in the cultivation of future educators, and how it corresponds to the development of The Times. This study aims to make a comprehensive assessment of the patriotic education of future educators through the evaluation method based on CIPP model, and provide theoretical support and practical guidance for improving the education quality of future educators.

Through the evaluation of patriotic education for future educators, future educators can be helped to understand the problems and deficiencies of current patriotism education. and provide the basis for further improvement. The evaluation method based on CIPP model can comprehensively and scientifically evaluate the educational effect and provide scientific data support for universities.

Through the education evaluation research based on CIPP model, the current situation and problems of patriotism education for future educators are deeply analyzed and evaluated, and how to effectively improve the quality and effect of cultivating future educators is discussed.

The CIPP evaluation mode mainly includes two basic views:

1. the educational evaluation should not only focus on the goal, but also pay attention to how the goal is determined and the rationality of the goal itself;
2. we should not only focus on the achievement of educational goals, but also focus on how the goals are achieved.

That is to say, in the whole evaluation activity, we should not only pay attention to the evaluation of the results, but also to the importance of process evaluation. In CIPP evaluation mode, evaluation is a kind of process, the evaluation design and education plan, from the choice of education goals, set, to the actual situation, such as the resources, etc. and finally, each part to evaluation, and each part and can provide mutual correction, adjustment and feedback information.

The characteristics of the CIPP evaluation model are as follows:

- the model evaluation is decision-making. Stufflebeam D.L said, "Educational evaluation is not only about determining the attainment of goals, but also about the

process of providing useful information for educational decision-making. "The ultimate purpose of CIPP evaluation model is to enable students to obtain satisfactory results and learn valuable information. Its model designs and implements a series of specific teaching steps to achieve the teaching effect, so as to promote the learners' understanding of knowledge and the development of their ability. Second, the mode evaluation is improved. The most important "is not the purpose to prove, but to improve. "The purpose of evaluation is not to demonstrate the quality of the evaluated person and the quality of the teaching process, but to supervise the implementation process of the program, to control the whole program, and constantly improve the program, and also to emphasize the improvement of the program source itself and the evaluation mode.

- Under the CIPP mode, the construction of information technology in junior middle school can provide reference information, so that teachers can optimize all aspects of education and teaching.

- The pattern evaluation is diagnostic. For the whole activity design, scheme, implementation of a specific evaluation, it requires various diagnosis method, diagnosis methods, diagnosis, based on the content, process evaluation, also need to care about the teaching plan and other advance work reasonable arrangement, therefore, need to combine three kinds of evaluation type, diagnostic goals and plan, supervision and guidance of the process, judge the realization of the goal, on the macro level assessment the whole education process.

In order to effectively evaluate the effectiveness of educational activities, this study introduces the CIPP (Stufflebeam 2003) evaluation model and adopts a two-step method to construct a four-dimensional evaluation index system. "Four dimensions" refers to the four evaluation dimensions of Context, Input, Process and Product, and the evaluation index will involve the four levels of observation points corresponding to the "four levels".

There are two main steps in educational activities: the first step is the analysis and selection of evaluation indicators; the second step is to combine the evaluation

indicators with the theoretical framework of CIPP to form a four-dimensional evaluation index system table.

To ensure the breadth and application of the selected indicators, the indicators will be analyzed from the policy documents. The relevant indicators are placed in the overall framework of the four evaluations in the CIPP model, and finally the index system can realize the mapping relationship from the first level index to the second level index, and push it recursively step by step. Among them, the background evaluation index from training orientation, social environment, school environment, input evaluation index from spending, teaching facilities, teachers, organization system guarantee the four aspects to evaluate, process evaluation index from classroom teaching, extracurricular education, teaching process and teacher performance, learning process and future education workers performance four aspects, results evaluation index from the future education worker development, teacher development, social influence on these three aspects.

Through the analysis and selection of the evaluation indicators of patriotism education for future educators, the core content can be extracted, and a system composed of background evaluation, social goals and four-dimensional comprehensive evaluation indicators can be established. According to the set evaluation index system, combined with the four first-level indicators and the third-level indicators, 34 four-level indicators are formulated to evaluate the patriotism education; improve the integration construction of "teaching-learning-evaluation", comprehensively improve the quality of patriotic education for future educators; improve the evaluation system of patriotism education and promote the high-quality training of future educators.

Table 1. 4-level evaluation index system of patriotism education for future educators

| Level 1 indicators | Level 2 indicators | Level 3 indicators | Level 4 indicators |
|--------------------|-----------------------|--------------------|--|
| Context evaluation | Cultivate positioning | social goals | Construct a good thinking basis, have a strong sense of morality, have a sound personality quality, have A lofty spiritual pursuit |
| | | School goals | We are committed to cultivating excellent citizens with good quality, responsibility and innovative spirit to meet the social attitude the need of "what |

| | | | |
|--------------------|---------------------------------|----------------------------------|---|
| | | | kind of people to cultivate, for whom, and how to train people" |
| | social environment | political environment | Frequency of developing patriotic education activities for future educators |
| | | Policy environment | Policy documents formulated and implementation efforts |
| | school environment | Understand the degree | School faculty and staff understand and identify with policy documents to strengthen patriotic education for future educators |
| | | degree of recognition | The number and breadth of patriotic education activities in colleges and universities |
| | | Publicity efforts | Colleges and universities actively use a variety of online and offline media to convey and promote the concept of patriotism, and as excellent individuals, to inspire and cultivate students' enthusiasm and sense of responsibility |
| Input evaluation | Funding | Source of funds | There are special funds to support teachers and students in carrying out patriotic education activities |
| | | appropriation expenditure | There is a special system to investigate the use of funds |
| | teaching facilities | Software and hardware facilities | Colleges and universities have complete hardware and software facilities to carry out patriotism education |
| | | instructional resources | A rich way to source Colleges and universities have established data platforms and databases shared on campus, and teachers and students have access to teaching funds inside and outside the school |
| | teaching staff | Teacher equipped with | According to the proportion of national ideological and political teachers, the teachers should be selected |
| | | teacher`s ability | Teachers should master the basic skills of carrying out patriotic education activities through the necessary training of developing patriotic education activities |
| | Organizational system guarantee | organizational building | Establish unified leadership, publicity departments overall planning and coordination, the relevant departments take their own responsibilities for the pattern |
| Process evaluation | Classroom teaching | content of courses | Colleges and universities fully explore the regional characteristics and school running characteristics to set up general education elective courses |
| | | | Carry out various activities to enrich the content of patriotism education classroom |
| | | teaching method | Innovative teaching methods, comprehensive use of case method and other teaching methods |
| | Extracurricular teaching | Campus practice activities | With important festivals as the nodes, various forms of patriotic education activities will be carried out |

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|--------------------|---|---|--|
| | | propagation medium | We will make good use of various means of communication on the Internet platform |
| | | Off-campus practice activities | Establish contact with communities, patriotism education bases and other after-school education sites, and carry out social practice |
| | Teaching process and teaching Teacher performance | Before class | Collective lesson preparation and discussion |
| | | | Before class, teachers carefully prepare the teaching plan in advance, plan the teaching process, and establish and improve the teaching assessment, supervision and inspection system |
| | | In class | Teachers are good at effectively integrating the elements of patriotic Teachers can play a leading role of education in the teaching process |
| | | | advanced models in their activities |
| | | after class | The homework assigned by the teacher is related to the patriotic education activities of college students |
| | | | Teachers have teaching reflection and timely improvement of the deficiencies in classroom teaching |
| | Learning process learning expression | Class attendance | Class attendance rate |
| | | Classroom participation | Students actively participate in the interaction of patriotic education topics |
| | | Classroom assessment | Students can achieve high grades in classroom random testing |
| Product evaluation | Student development | Knowledge level | Students understand and master the question of "what, why and how to do" patriotism |
| | | Ability level | Students think about the breadth and depth of the right and wrong problems of patriotism |
| | | Emotional attitude and action to change the level | Students establish the firmness of patriotic thinking consciousness; students consciously maintain the Chinese nation in daily behavior Advocates and supervisors of community interests |
| | social influence | Experience promotion | The mode of strengthening patriotism education for college students is sustainable |
| | | Implementation direction | Universities have created a strong atmosphere of patriotism |

Source: Author's survey data

Thus, the application of the CIPP evaluation model in patriotic education offers a comprehensive and systematic approach to assessing and enhancing educational quality. By integrating contextual, input, process, and product evaluations, universities can address existing challenges and improve the overall effectiveness of patriotism education. The study underscores the importance of aligning educational practices with societal goals, ensuring that future educators are equipped with a strong sense of

national identity and responsibility. The developed multi-level evaluation index system serves as a practical tool for institutions to continuously optimize their educational efforts, contributing to the sustainable development of patriotism education.

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Mu Jingwen

Belarusian National Technical University (BNTU)

Scientific supervisor: Malashenko E.A.,

Ph.D. in Education, Associate Professor

Minsk, Republic of Belarus

Belarus State Economic University (BSEU)

[*malashenko@bseu.by*](mailto:malashenko@bseu.by)

PROFESSIONAL TRAINING PROGRAMS FOR FUTURE EDUCATORS IN CHINA

Abstract: *This study provides a comprehensive overview of teacher training programs in China, focusing on policies, methods, and their role in enhancing teacher quality. Since the 2001 curriculum reform, China has emphasized improving primary and secondary education by strengthening teacher training. Key contributors include administrative bodies, higher education institutions, schools, and professional associations, each playing a unique role. Training methods encompass centralized training, remote learning, school-based approaches, post-internships, and workshops. Additionally, cross-cultural competence has emerged as a critical component for preschool educators, addressing the growing diversity in classrooms. This analysis highlights the importance of collaborative systems and innovative training methods in shaping effective and inclusive educators for the future. This study provides valuable insights into the current state and needs of preschool teachers in cross-cultural education across different regions of China.*

Key words: *Teacher training, professional development, education policy, cross-cultural competence, China.*