

An Analysis of Primary School Classroom Teaching Evaluation Strategies Based on Chinese Core Literacy

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Abstract. As an important part of primary school Chinese education activities, the evaluation form of primary school Chinese classroom teaching determines the effect of Chinese teaching to a large extent. In response to the problems in the current Chinese classroom teaching evaluation, this paper explores the evaluation of Chinese classroom teaching from the starting point of Chinese core literacy, and proposes to use language construction and application literacy, thinking development and improvement literacy, aesthetic appreciation and creative literacy, cultural inheritance and understanding literacy as evaluation guidelines. It explores the primary school Chinese curriculum teaching evaluation strategy from the aspects of comprehensive evaluation content, diversified evaluation subjects, and standardized evaluation indicators, so as to give full play to the effectiveness of Chinese classroom teaching evaluation and improve primary school students' Chinese core literacy.

Keywords: classroom evaluation, Chinese core literacy, primary school

1. Introduction

The "core literacy" of the subject is not only a hot topic in the field of education, but also the direction of curriculum reform. The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" emphasizes that "the Chinese curriculum revolves around core literacy" and defines the connotation of core literacy. In primary school Chinese teaching, classroom evaluation is the driving force of classroom teaching and an important channel for promoting students' literacy development and cultivation capabilities. The evaluation of Chinese classroom teaching based on the core literacy of Chinese puts the evaluation perspective on the subject methods, subject thinking and subject values behind the knowledge, which can better improve students' core literacy in Chinese and enable students to become future citizens with profound knowledge, good character and comprehensive abilities.

2. Problems in the Evaluation of Primary School Chinese Classroom Teaching

Some scholars have pointed out that classroom teaching evaluation, as a typical formative evaluation, has been neglected in China. Frontline teachers are very good at summative and diagnostic evaluations, but are very lacking in formative evaluation. [1] Some problems in the current evaluation of primary school Chinese classroom teaching are specifically manifested in the following aspects:

2.1. Bias in Evaluation Concepts

There is a deviation in the concept of classroom teaching evaluation of teachers. At a time when basic education reform is in full swing, the evaluation concept of teachers in primary school Chinese classes has not kept pace with the times. They still focus on whether students have mastered the knowledge and skills of the lesson in classroom teaching, but ignore the cultivation of literacy. Teachers will subconsciously regard intellectual education goals as hard indicators, and other non-intellectual factors such as effort, learning attitude, and emotional attitude as soft indicators, making the purpose of classroom teaching "only focusing on scores", ignoring the basic principle that the entire education work is to focus on improving the overall quality of students. Compared with the primary school Chinese classroom teaching evaluation under the core literacy, it ignores the

attention to the evaluation of students' comprehensive quality and ability, lacks a scientific and reasonable teaching evaluation direction, and cannot provide students with classroom teaching evaluation that is conducive to their development, which is not conducive to the improvement of students' comprehensive quality and core literacy.

2.2. Single Evaluation Subject

The single subject of classroom teaching evaluation is mainly reflected in the fact that in primary school Chinese classes, especially in lower grade classes, teachers are the only subject of classroom teaching evaluation, and the students' classroom learning performance is the teacher's sole opinion. Students are also important subjects of classroom teaching and the masters of their own learning, but students rarely have the opportunity to participate in classroom teaching evaluation. This not only ignores the importance of self-evaluation and mutual evaluation of students, but also ignores the important role of student evaluation in classroom teaching. Excluding students from classroom evaluation, lack of peer evaluation and self-evaluation, cannot fully evaluate students.

2.3. Improper Evaluation Strategy

In primary school Chinese classes, teachers do not correctly understand the integrity and scientific nature of evaluation content. For example, most teachers focus their evaluation on the cognitive field, that is, the mastery and application of Chinese knowledge, which results in a one-sided evaluation of students; for example, most teachers limit the evaluation of attitudes to students' learning attitudes, blurring emotions into learning interests. In classroom teaching activities, most teachers are accustomed to using some affirmative evaluations when facing different behaviors of students. The most frequently used evaluations are generally more general words such as "very good" and "you are awesome". In the Pygmalion effect, praise is certainly conducive to cultivating students' self-confidence. However, this kind of error-free and non-targeted evaluation will make the evaluation lose its due meaning.

3. Classroom Teaching Evaluation Guided by Chinese Core Literacy

The "Compulsory Education Chinese Curriculum Standards (2022 Edition)" proposes that the core literacy of compulsory education Chinese curriculum is a comprehensive reflection of cultural confidence, language application, thinking ability, and aesthetic creation. Primary school, as the foundation of basic education, is the basic stage for the cultivation of core literacy. In classroom teaching evaluation, using the four core literacy as the evaluation guide can not only optimize classroom teaching evaluation, but also be conducive to the cultivation of Chinese core literacy.

3.1. Evaluation Based on Language Construction and Application Literacy

The language construction and application literacy in the language subject literacy is actually manifested in the primary school stage as language ability. In the language subject, language is the foundation and the core. The development and cultivation of the other three elements are inseparable from the root and influence of language. Thinking development and improvement, aesthetic appreciation and creation, and cultural inheritance and understanding are actually practical applications. They are all based on language construction and application, and all of them are realized in the process of constructing students' individual language experience. [2] In primary school Chinese classroom teaching, we should not only pay attention to the cultivation of students' basic language abilities such as listening, speaking, reading and writing, but also should not ignore students' ability to absorb and understand classroom knowledge and be able to use and express it. The ability to use language and characters means that students can not only understand the characteristics of Chinese and Chinese characters, but also have the personality and psychological characteristics necessary to use language and characters to complete language-related activities according to the characteristics of language and characters. Therefore, the ability to use language and characters is a comprehensive ability, which is the sum of various abilities required by students when carrying out language and character application activities. [3] For example, when appreciating sentences in a text paragraph in class, the classroom teaching evaluation should focus on whether students can generate images, experience the emotions in the sentences, have their own insights and feelings, and deepen their understanding and sublimate their language knowledge by appreciating the language in the article. The evaluation of classroom teaching should be guided by language construction and application literacy.

3.2. Evaluation Indicators: Development of Thinking and Improvement of Literacy

Thinking is the operating guarantee mechanism for students to develop Chinese literacy. All active creation is inseparable from the movement of thinking. In the process of the development of the entire literacy system, thinking itself is also developing and improving, thus better supporting the development of other literacy. [4] In Chinese classes, teachers should encourage students to think more, reflect, and question in their learning through appropriate evaluation, and develop students' thinking such as

association and imagination, criticism and discovery, empirical evidence and reasoning. At this time, classroom teaching evaluation should not be limited to the classroom content itself, and only evaluate whether students have mastered or whether they can apply it, but should focus on the development of students' thinking. For example, reading is a thinking activity for students to understand the text, discover problems, and create meaning. Therefore, in the process of reading the text, students should be guided to reflect on the meaning and connotation of the text, and form their own opinions on the basis of understanding the meaning of the text. For example, in writing classes, such as some writing classes with the theme of imitation or continuation, the focus of evaluation should not be on the mastery of writing skills such as imitation or continuation, but to see whether students' imaginative thinking is divergent, whether they reflect their own opinions, and innovative thinking in their works. Only evaluation with this focus can effectively guide students to continuously improve and develop their own thinking through repeated thinking and deliberation, and through constant questioning and criticism.

3.3. Aesthetic Appreciation and Creative Quality as Evaluation Indicators

The development of language, thinking and culture is always accompanied by aesthetic appreciation and creative literacy. Aesthetic appreciation and creation mean that teachers use the literary materials (beautiful things) in the Chinese textbooks to exert aesthetic influence on students according to the aesthetic consciousness (aesthetic concepts, aesthetic interests and aesthetic ideals) of a certain era, so as to achieve the purpose of cultivating temperament and shaping the mind in aesthetic pleasure. [5] The development of individual aesthetics of primary school students has different characteristics in different stages of study. Primary school students aged 7 to 9 are at the peak of the "realistic stage". The only criterion for them to look at works is whether they are similar to real objects; from 9 to 13 years old, they begin to look at works with an aesthetic attitude and form a perceptual sensitivity to aesthetic characteristics such as style and expressiveness. [6] Therefore, when conducting aesthetic perception and experience in Chinese classes for grades 1 to 3, the main focus is generally on elements that can be intuitively felt by students, such as color, sound, and form. The purpose of evaluation at this time is to make students feel happy and pleased in the pleasant and pleasing to the eyes and ears, and to help them form a good aesthetic attitude. By the fourth to sixth grade, students can generate emotions through the different language styles and the different expressiveness embodied in the text. At this time, in classroom teaching evaluation, students should be guided to feel pleasure about the beauty in the learning content, feel the charm of language and articles, and be allowed to experience and feel independently in Chinese activities, express and innovate spontaneously, and feel the love for nature and life while improving their ability to discover, appreciate and appreciate beauty.

3.4. Evaluation Indicators Based on Cultural Heritage and Understanding

Culture plays an indispensable role in the core literacy system of Chinese language. Talking about Chinese language and Chinese characters without culture is like water without a source and a tree without roots. Only when abilities have positive cultural values and altruistic moral sentiments can they become human literacy. [7] The mission of primary school Chinese education is to guide students to improve their aesthetic and thinking abilities in the construction and use of language, feel the essence of the long-standing Chinese civilization, and make them successors with distinct Chinese characteristics, confidence in Chinese culture, and the ability to consciously inherit and promote Chinese culture. In Chinese classroom learning, the imparting of knowledge is certainly important, but cultural belonging and identification are the purpose of education. Teachers should guide students to actively explore the deep meaning behind each word, help students understand and recognize the ancient and modern Chinese and foreign cultures, enrich students' cultural heritage, improve students' cultural literacy, and encourage students to inherit and promote excellent Chinese traditional culture. Therefore, in the evaluation of Chinese classroom teaching, we should not only focus on whether students understand the ideological content expressed in the text, but also enable students to combine the ideological content of the text with the historical and cultural background to explore the culture behind the text, guide students to identify with excellent culture, and let excellent culture promote students' growth, so as to better realize the understanding and inheritance of culture.

4. Classroom Teaching Evaluation Strategy Combined with Core Literacy

Evaluation is the driving force of classroom teaching, and the evaluation of Chinese classroom teaching should be continuous in the process of teacher teaching and student learning, and run through the entire process of Chinese classroom teaching. Classroom teaching evaluation is not only an important teaching method to promote student learning, but also an important tool for diagnosing, regulating and guiding classroom teaching. The evaluation of Chinese classroom teaching under the core literacy should focus on comprehensive and multi-faceted evaluation content, diversify evaluation subjects, standardize evaluation indicators, and cultivate students' quality and ability in Chinese.

4.1. Comprehensive Evaluation Content

In traditional Chinese classroom teaching evaluation, the evaluation content is regarded as knowledge and skills, so the focus is on the acquisition of simple forms of knowledge and skills. Multi-faceted and comprehensive evaluation content is an important factor for classroom teaching evaluation to play its due role. The Outline of Basic Education Curriculum Reform (Trial) provides multiple aspects of student evaluation from multiple curriculum goal dimensions such as knowledge and skills, processes and methods, emotions, attitudes and values ; The Notice of the Ministry of Education on Actively Promoting the Reform of the Evaluation and Examination System of Primary and Secondary Schools also clearly states that the quality and ability of students should be comprehensively evaluated through the two aspects of basic development goals and subject learning goals, and the basic development goals are clearly defined as the development of moral qualities, civic literacy, learning ability, communication and cooperation ability, sports and health, aesthetics and performance . It can be seen that the diversification and integration of classroom teaching evaluation content is a major trend in curriculum reform. The classroom teaching evaluation under the perspective of Chinese core literacy is also to conduct a comprehensive evaluation of students, so that students can stimulate their potential in all aspects during the process of classroom learning and development, so that students can develop their language, thinking, aesthetics, and cultural literacy. Therefore, the evaluation content of Chinese classroom teaching must adhere to the integration of content, pay attention to the cultivation of students' language ability, thinking ability, aesthetic ability, and humanistic modification, and allow students to shape excellent qualities, improve thinking ability, and sublimate learning emotions in the classroom under the regulation and guidance of evaluation.

4.2. Diversification of Evaluation Subjects

Primary school Chinese classrooms are composed of teachers and students, so the diversification of evaluation subjects means that classroom evaluation should allow teachers and students to participate together. First of all, the main function of teachers in classroom teaching evaluation should be brought into play. Teachers should carefully study and deeply understand the new and old curriculum standards. From the perspective of the core literacy of the new curriculum concept, they should implement reasonable curriculum standards into teaching, improve the level of classroom teaching evaluation based on curriculum standards and guided by core literacy, and improve students' knowledge and skills while effectively cultivating students' core literacy, so that students' comprehensive quality can be fully developed. British evaluation experts have confirmed through empirical research that the use of self-feedback and peer feedback is better than teacher feedback in promoting learning. Let students participate in classroom evaluation, whether it is self-evaluation or peer evaluation, in addition to promoting students' learning, it can also allow students to confirm or question themselves in the process of observing others or reflecting on themselves, critically analyze themselves, stimulate interest and motivation in learning, and form a positive self-concept. This is a process of reflecting on failure or understanding and appreciating oneself, and students develop core literacy in this process.

4.3. Standardization of Evaluation System

Scientific and reasonable evaluation of Chinese classroom teaching mostly relies on a standardized evaluation system. In order to realize the functions of classroom teaching evaluation system such as guidance, diagnosis and motivation, it is necessary to highlight direct measurability, operability and completeness when formulating the indicator system. [8] To standardize the evaluation system of primary school Chinese classroom teaching, three aspects need to be considered. First, under the trend of diversified evaluation subjects, the disadvantage of multiple subjects is that the evaluation indicators between subjects are different. Each evaluation theme group should have a unified evaluation standard for the theme group. Only in this way can the classroom evaluation not lose credibility and validity and play its due effectiveness. Secondly, the evaluation indicators should highlight the core literacy of Chinese. Based on the core literacy goals, design specific and operational evaluation content and formulate clear evaluation standards. The evaluation content should cover multiple dimensions such as cultural confidence, language application, thinking ability, aesthetic creation, etc. Finally, it is necessary to take into account the differentiated needs of students. A set of evaluation standards and indicator systems may not be suitable for primary school students in different regions and different grades. Classroom teaching evaluation indicators need to be adjusted appropriately according to specific circumstances. Only in this way can the evaluation truly point to the individual development of teachers and students.

5. Summary

The primary school Chinese classroom teaching evaluation guided by the core literacy of Chinese language can effectively cultivate students' language quality and writing ability through diagnosis, regulation and guidance, enhance students' thinking quality, improve students' thinking methods, enhance students' aesthetic taste and cultural perception ability, and promote each student's personality development, all-round development, and lifelong development.

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