

Research on the Problems and Countermeasures of the Evaluation of Chinese Language in Primary Schools

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Abstract: Based on the existing problems in the evaluation of primary school Chinese, from the perspective of mesoscopic view, combined with the evaluation purpose, evaluation content, evaluation subject, and evaluation method, the evaluation of primary school Chinese was evaluated, the reasons were analyzed, and improvement measures were put forward to standardize primary school Chinese. The academic evaluation system and evaluation activities guide all evaluation subjects to unify the evaluation concept, actively participate in and exert practical effects; let the primary school Chinese academic evaluation abandon the bad atmosphere, return to "student-oriented", highlight the characteristics of the discipline, and help the primary school students in scientific and harmonious evaluation Develop language literacy in an atmosphere, and grow up actively and happily.

1. Introduction

The "Overall Plan for Deepening Education Evaluation Reform in the New Era" and the "Double Reduction" policy provide a good opportunity to accelerate the pace of academic evaluation reform. Academic evaluation is the core of educational evaluation and an important part of teaching evaluation. The research found that the current evaluation of primary school Chinese is changing from "evaluation for evaluation" to "student-oriented" evaluation, but there are still shortcomings in highlighting the characteristics of primary school Chinese, the participation of evaluation subjects and the application of evaluation methods. place. This paper analyzes the current evaluation problems of primary school Chinese, provides new ideas for solving the problems of Chinese evaluation, and contributes to the development of Chinese evaluation in primary schools.

2. The Main Problems of Primary School Chinese Academic Evaluation

The author conducted random interviews and questionnaires with 9 teachers and more than 300 students from four primary schools in Wuhan, Jingzhou and Xianning, and observed and recorded the Chinese classroom according to the "Classroom Observation Scale" compiled by Shen Yi and Cui Yunluo. After analysis, it is found that there are the following problems in the evaluation of primary school Chinese:

2.1. Deviating from The Evaluation Purpose

The ultimate purpose of primary school Chinese academic evaluation is to promote the all-round development of students, to implement students' Chinese academic literacy, to facilitate teachers and students to reflect and improve, and to improve the quality of primary school Chinese teaching. Through field investigation and interview research, it is found that the purpose of the evaluation is deviated in the implementation of the current primary school Chinese evaluation, the "five-wei"-oriented evaluation "sequelae" still exists, the selection and diversion of talents for primary school students are still based on grades, and students are in primary school Chinese. The subject status of academic evaluation still has not received enough attention. In order to complete the assessment tasks, schools to complete the assessment indicators, and parents to pay too much attention to Chinese performance in order to improve students' performance, they pay too much attention to the screening and selection function of evaluation, and neglect the cultivation of primary school students' Chinese literacy and psychological healthy development. The purpose of evaluation deviates from the education concept, talent concept, learning concept and evaluation concept, which is not conducive to improving the quality of Chinese classroom teaching.

2.2. Unbalanced Evaluation Content

According to the "New Chinese Curriculum Standards for Compulsory Education (2021 Edition)" and the Chinese subject literacy, combined with the actual situation of primary school Chinese teaching, the author focuses on four aspects: language understanding and application, thinking development and improvement, aesthetic appreciation and creation, and cultural inheritance and understanding. The dimension examines the content of primary school Chinese academic evaluation. The evaluation of language comprehension and use includes five aspects: literacy and writing, reading, writing, oral communication and comprehensive learning. The evaluation of thinking development and improvement includes three aspects: association and imagination, evidence and reasoning, and criticism and discovery. The evaluation of aesthetic appreciation and creation includes three aspects: the experience and perception of beauty, the appreciation of beauty and the creation of beauty. The evaluation of cultural inheritance and understanding includes emotion and attitude, accumulation and application.

According to the investigation and research, it is found that the current primary school Chinese academic evaluation focuses on the investigation of the basic knowledge and skills of the Chinese language, and the investigation of oral expression, thinking training, emotional attitude and other aspects is less. On the one hand, the flexibility and integration of literacy and writing, reading and writing are not strong enough, and there is less research on listening, speaking and reading, and there are flat and fragmented examinations on oral communication, comprehensive learning, thinking training and innovation ability. ization situation. On the other hand, the current primary school Chinese evaluations emphasize the memory of basic knowledge and the acquisition of isolated skills, and pay attention to the reproduction of memorized content. There are fewer investigations on students' understanding and expression, appreciation and evaluation, and the connection of Chinese knowledge and skills with real life. The unbalanced content of the actual inspection of primary school Chinese academic evaluation is not conducive to promoting the all-round development of primary school students and the implementation of Chinese literacy. Students grow up in such a Chinese academic evaluation orientation. In the long run, they can only become language learning machines with high scores and low abilities.

2.3. Improper Evaluation Method

The "New Curriculum Standards for Chinese in Compulsory Education (2021 Edition)" stipulates that the evaluation of primary school Chinese should focus on the combination of formative evaluation and summative evaluation, qualitative evaluation and quantitative evaluation, and teacher evaluation, student self-evaluation and student evaluation. The humanistic and instrumental, comprehensive and practical nature of primary school Chinese determines that the evaluation of primary school Chinese requires a variety of evaluation methods.

In the actual evaluation activities, the assessment method of primary school Chinese academic evaluation is still based on quantitative evaluation, supplemented by qualitative evaluation. In the evaluation results, summative evaluation results are dominant, and formative evaluations are mostly used to motivate students to make progress and improve, and their results are not included in the general evaluation. This kind of evaluation method, which emphasizes the results and ignores the process, emphasizes the scores and ignores the connotation. To a certain extent, it can intuitively reflect the achievements of students in staged learning, but it cannot comprehensively detect and express the improvement of students' abilities, aesthetics and thinking levels in the learning process.

Improper use of evaluation methods makes students' individual creation and development of Chinese ability reduced to a set of rigid and monotonous data on the evaluation list, and the humanities, practicality and richness of primary school Chinese are narrowed in the evaluation. This kind of evaluation method ignores students' physical and mental growth and emotional experience in the process of Chinese literacy development as a living individual. The evaluation results produced make it difficult for students to reflect and improve more efficiently in the face of single and rigid evaluation feedback, which virtually increases the teaching burden of teachers.

2.4. Absence of Evaluation Subject

Primary school Chinese evaluation has gradually developed from one-way evaluation of teachers to students to multi-subject mutual evaluation, such as students' self-evaluation, students' mutual evaluation, group evaluation, parents' evaluation of learning, parents' evaluation of teaching, and home-school evaluation. The participation of multiple subjects in evaluation can allow students to grow up in a relaxed, positive and harmonious evaluation atmosphere. After investigation, it is found that whether the multi-evaluation subject actually plays an effective role remains to be discussed.

First of all, some evaluation subjects are absent in the process of evaluation standard formulation. Those who have the right to formulate evaluation standards and evaluation implementation procedures do not directly participate in specific academic evaluation activities when they go deep into front-line teaching for a long time to understand the learning situation. It is formulated that teachers, students and parents can only evaluate according to the existing evaluation standards, and the evaluation subject has not been given sufficient power and space. Secondly, some evaluation subjects are absent in the practice process of evaluation activities. Evaluation reform is in full swing in schools, but parents and students feel confused in evaluation practice. As one of the evaluation subjects, the two have neither studied about the evaluation of primary school Chinese, but also have a relatively low degree of participation in the evaluation process and are in a passive position. Even if you participate in the evaluation, the authenticity and scientificity of the evaluation results are difficult to be sure. The substantial absence of parents and students makes the actual role of themselves and the evaluation results in the evaluation process limited. Each evaluation subject has different degrees of absence in the actual evaluation activities, which affects the quality of the evaluation results.

3. Analysis of The Causes of Primary School Chinese Academic Evaluation

3.1. The Evaluation Method Is Not Perfect

My country's new curriculum reform has been implemented for many years, and the author's observation and investigation found that the talent selection method of middle and high school entrance examinations based on education fairness and "score first" has had a subtle radiation influence on the evaluation of primary school Chinese, and still exists in the early stage of primary school promotion. The phenomenon of judging the level of primary school students' Chinese subject literacy by their grades. The high school entrance examination enrollment model, which used to take the test scores as the only standard, can no longer meet the needs of social development. The "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" puts forward the requirements: adhere to scientific and effective evaluation, improve result evaluation, strengthen process evaluation, explore value-added evaluation, and improve comprehensive evaluation. Based on these four dimensions, the future development of primary school Chinese evaluation is still in the exploratory stage, and the imperfect evaluation method has become one of the important reasons why primary school students learn for exams and teachers teach for exams.

3.2. The Concept of Evaluation Is Not Unified

At present, various evaluation subjects have not reached a consensus on the evaluation concept of primary school Chinese, and parents and the society are still relatively backward in their overall understanding of primary school Chinese evaluation. Primary school students should enjoy humanistic nourishment and artistic edification in the broad language world. Some parents who are eager for quick success adhere to the concept of "children's education cannot be lost at the starting line", ignore the growth process of students' language ability and emotional value, and take grades as the basis. The main judgment of students' Chinese knowledge ability and teachers' teaching level has a big deviation from the evaluation concept of primary school Chinese teachers. School evaluation and teacher evaluation are also based on students' test scores as the main reference. Under this premise, teachers and students are in a passive position and cannot practice their own independent evaluation concepts. The overall evaluation concept is backward, and the uniqueness of individual primary school students and the fundamental value of Chinese education are ignored.

3.3. The Implementation of Evaluation Is Unscientific

The unscientific performance of the evaluation is that the actual implementation is out of touch with the evaluation standards, which runs counter to the "life-oriented" evaluation concept. On the one hand, the class size of the primary school is seriously exceeded, and the implementation time and effect of the evaluation do not correspond to the scope of the evaluation standard. After investigation and research, it was found that the state stipulates that the class size of primary schools should be controlled within 40 students, while the actual class size in most areas is about 50 to 60 students. Excessive workload makes teachers have more than enough resources, which affects the effect of evaluation implementation. On the other hand, different types of evaluation methods should be used in primary school Chinese teaching, and effective Chinese subject evaluation tools are needed. Some researchers believe that: due to the lack of clear and effective evaluation tools for Chinese subjects, most teachers make evaluations based on their own teaching experience when conducting procedural evaluations,^[1] resulting in the lack of scientific evaluation in the process of primary school Chinese evaluation from quantitative evaluation to qualitative evaluation.

4. Countermeasures To Improve The Primary School Chinese Academic Evaluation

It is an inevitable requirement to ensure the healthy development of evaluation along the path of specialization, taking the evaluation itself as the status of being evaluated, looking at the current evaluation of primary school Chinese in an objective manner. In view of the above problems, the author proposes the following improvement measures:

4.1. Return to the True Nature of Evaluation

Return to the true nature of evaluation, that is, let the evaluation of primary school Chinese return to student-oriented. Schools should make good use of their functions to drive and influence parents and society to maintain a consistent educational purpose and evaluation concept, adjust measures to local conditions according to students' conditions, scientifically promote the implementation of evaluation, and jointly create a good evaluation atmosphere. Both teachers and parents should be guided by the all-round development of primary school students, look at students from a developmental perspective, and longitudinally examine the progress of students as independent and subjective individuals. Ignore the uniqueness of students and stifle the buds of their creative development. Schools and teachers should correctly use the feedback and motivational role of evaluation, respect and highlight students' subjectivity, cultivate students' interest in Chinese learning, build a solid foundation for children's Chinese, spiritual and cultural foundation, so that students can enrich and unique learning experience in primary school Chinese. In understanding and perfecting oneself, grow happily.

4.2. Scientifically Grasp the Evaluation Content

According to the "New Curriculum Standard of Chinese for Compulsory Education (2021 Edition)" and Gardner's Theory of Multiple Intelligences, promoting students' diverse development requires scientifically balancing the content of primary school Chinese academic evaluation, and evaluating Chinese characteristics and humanistic feelings. Highlight the nature of the subject, combine the level of the school stage, focus on the elements of Chinese, and help students achieve progressive development from Chinese elements to Chinese proficiency and then to Chinese core literacy.

Primary school Chinese academic evaluation needs to focus on primary school students' Chinese academic literacy, and build a Chinese task situation that is conducive to students' knowledge transfer. The construction of the situation can be based on the real social life of the students, combined with the physical and mental development level of the students in different grades. The multi-directional connection of life practice comprehensively examines the achievement of students' Chinese literacy in real situations.

The materials in the design task situation need to be closely related to the unit theme of the unified version of the Chinese textbook, and also closely linked to the Chinese elements and learning conditions of different learning stages, each with its own emphasis. Combined with the curriculum standards, on the basis of the original inspection content, the first to second grades of the lower school stage should increase the inspection of students' listening and speaking, especially the ability to summarize and repeat the main content through other people's words, and to be able to verbally express complete sentences. In the middle and high school stage, it is necessary to strengthen the investigation of comprehensive learning, and guide students to attach importance to and develop Chinese knowledge, ability, emotional attitude and values in life experience. The organic integration of discontinuous texts and reading and writing can be further strengthened in the paper-and-pencil test in the middle and high school, so as to facilitate the examination of students'

ability to link theoretical knowledge and practice, and to improve the examination level of students' Chinese literacy.

4.3. Build Vitality Evaluation System

As far as the humanistic, instrumental, practical and cumulative characteristics of primary school Chinese are concerned, limiting primary school Chinese academic evaluation to summative evaluation and formative evaluation is not conducive to the evaluation subject's grasp of the content of primary school Chinese academic evaluation. This is the vibrant spiritual fertile soil of primary school Chinese. Elementary school students are in the naive, lively and active age group. They should give full play to their natural creativity and imagination, and give students more space for independent participation and evaluation rights, so as to stimulate their continuous enthusiasm for learning.

In terms of evaluation form: the evaluation of primary school Chinese is not limited to paper-and-pencil tests, and different types of activities are set up to evaluate and promote learning in combination with the period of study and evaluation content. For example, the evaluation of knowledge application can be set up with game breakthrough activities, the evaluation of assignments and oral communication can be set up with social practice activities, and the evaluation of reading can be set up with speech contests. Encourage students to complete academic evaluations in an atmosphere of competition and cooperation, and promote the all-round development of core Chinese literacy.

In terms of evaluation methods, with the application of new evaluation methods such as portfolio evaluation, graded evaluation, expressive evaluation, appreciation evaluation and relative evaluation to the evaluation of primary school Chinese, teachers should make full use of the advantages of various evaluation methods and avoid weaknesses. Organically integrated into daily homework and staged tests. According to the development level of students in different school stages, combined with different inspection contents, appropriate methods are selected to evaluate primary school Chinese. For example, absolute evaluation is applicable to reading inspection, expressive evaluation is applicable to oral language inspection, relative evaluation is applicable to composition training, and portfolio evaluation is applicable to literacy, writing and knowledge accumulation.

In terms of evaluation technology, after each evaluation, students' academic evaluation materials and data can be uploaded through the Internet, shared with students and parents, and aggregated to form an evaluation set to provide supporting materials for review and final evaluation.

4.4. Guide Subjects to Actively Participate In

To solve the problem of Chinese academic evaluation in primary schools, the problem is not the evaluation tools and methods themselves, but the users of the academic evaluation tools and evaluation methods—the evaluation subject. There is a close connection between the evaluation space of evaluation subject being compressed and school evaluation and teacher evaluation. Only by guiding subjects to participate and correctly evaluating schools and teachers can schools and teachers carry out evaluation activities better.

First of all, schools need to help teachers, parents and students establish correct evaluation values for primary school Chinese, return the evaluation power to teachers and students, and guide teachers, students and parents to exert their subjective initiative, music evaluation, and conference evaluation. Schools need to help parents and students establish evaluation concepts, pass on the knowledge of primary school Chinese evaluation, improve the cooperation between parents and students, and provide an ecological environment for the development of a multi-evaluation system. With the implementation of students' comprehensive development and Chinese literacy as the core, promote

the unity between the needs of multiple evaluation subjects and the inherent laws of primary school Chinese classroom teaching, pay attention to the unity of social needs and the growth needs of primary school students, connect inside and outside the classroom, and guide students and parents to make actively and correctly participate in the evaluation, so that children can gain a good experience of Chinese learning and growth in the harmonious atmosphere of self-evaluation, mutual evaluation and other evaluation.

Secondly, in order to guide all parties to participate in an orderly manner and promote the healthy development of primary school Chinese evaluation, it is necessary to establish a social mechanism based on good reputation, mutual restriction and mutual supervision to review the evaluation standards, evaluation subjects, evaluation process and evaluation results. Balance the interests of all parties in the evaluation, promote the family, school and society to reach a consensus on the concept of student development, and work together to promote the healthy development of primary school Chinese evaluation, so that students can grow actively and happily in scientific and effective Chinese evaluation.

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