

Research on Evaluation Strategies for Junior High School History Practice Curriculum Guided by Core Literacy

Yu Cao

Linyi University, Linyi, Shandong, 276000, China

Keywords: Core competencies; Junior high school history; Practical courses; Evaluation strategy

Abstract: The evaluation of history subject teaching plays an important role in the education process, which can stimulate students' enthusiasm and improve their subject literacy. Teachers need to screen diverse evaluation methods to inject vitality into history classrooms and promote student personality development. The characteristics of the history discipline determine the diversity and complexity of evaluation methods, and the selection should consider student age, cognitive characteristics, and subject content. Flexible and scientific evaluation methods can adapt to the needs of different students, ensure the fairness and objectivity of the evaluation, provide accurate feedback, and help students understand the learning situation. At the same time, emphasis should be placed on the objectivity of evaluation, reflecting the true level of students and providing valuable references for teaching. In the aspect of cultivating core competencies, teachers need to systematically organize practical course content, build a scientific history practice module, guide students to grow in practice, and form a joint force with history classroom teaching. Student self-evaluation and interactive evaluation are important links in practical teaching, which help students clarify learning goals, clarify learning strengths and weaknesses, promote personality development, and enhance comprehensive literacy.

1. Introduction

The evaluation of history subject teaching, as an important part of the educational process, plays an indispensable role in stimulating students' learning enthusiasm and improving subject literacy[1]. In the current educational context, teachers need to actively explore and screen diverse evaluation methods in order to inject vitality into the history classroom and promote the healthy development of students' personalities[2].

The characteristics of the history discipline determine the diversity and complexity of its teaching evaluation methods. When selecting evaluation methods, teachers should fully consider the age, cognitive characteristics, and subject content characteristics of students. The flexibility and scientificity of evaluation methods are crucial. Flexible evaluation methods can adapt to the needs of different students, enabling each student to find their own place in history learning, thereby stimulating their enthusiasm for learning. Scientific evaluation methods can ensure the fairness and

objectivity of evaluations, thereby providing students with accurate feedback and helping them better understand their learning situation [3].

While pursuing the flexibility and scientificity of evaluation methods, we should also pay attention to the objectivity of evaluation [4]. Objective evaluation can not only reflect the true level of students, but also provide valuable references for teachers' teaching. Through objective evaluation, teachers can understand the weak links of students in history learning, and adjust teaching strategies accordingly to help students better grasp historical knowledge. The core literacy of history courses includes multiple aspects such as historical thinking, historical concepts, and historical methods. Teachers help students perceive history in specific contexts and achieve the integration of theory and practice by guiding them through practical activities, thereby enhancing their historical literacy[5].

The selection and application of evaluation methods for teaching history is a complex and important task. Teachers need to carefully screen and scientifically utilize evaluation methods to inject rich motivation into the classroom, while also providing strong support for the individual development of students. Through flexible, scientific, and objective evaluation methods, we can better cultivate students' historical literacy and promote the in-depth development of history education [6].

2. Overview of Junior High School History Curriculum

The official promulgation of the 2022 edition of the History Curriculum Standards for Compulsory Education undoubtedly injects new vitality into the development of history education in junior high schools in China. The revised curriculum standards, especially the structured learning content based on the core competencies of the history curriculum, reflect a high emphasis on the comprehensive development of students.

The new curriculum standards have carefully designed seven learning sections, from ancient Chinese history to modern world history, and then to interdisciplinary thematic learning. Each section carries profound historical and cultural connotations, aiming to guide students to comprehensively and systematically understand the development of human society[7]. This structure of general historical narrative not only helps students form a complete historical cognitive framework, but also enables them to deeply understand the evolution process and development trend of human social forms from lower to higher levels. The three parts of junior high school history curriculum content - "content requirements", "academic requirements", and "teaching tips" - organically integrate the cultivation of core competencies. Among them, "content requirements" clarify the knowledge points that students need to learn, providing them with clear directions for their learning; "Academic requirements" further refine students' learning objectives, helping them understand what level and level they need to achieve in the learning process; "Teaching tips" provide specific teaching and learning methods for teachers and students, making the teaching process more scientific and efficient[8].

This course design not only helps to enhance students' historical literacy, but also cultivates their historical thinking ability and interdisciplinary comprehensive ability[9]. During the learning process, students not only acquire rich historical knowledge, but also form a correct view of history and the world, laying a solid foundation for their future development. Figure 1 clearly illustrates the structure of the history course.

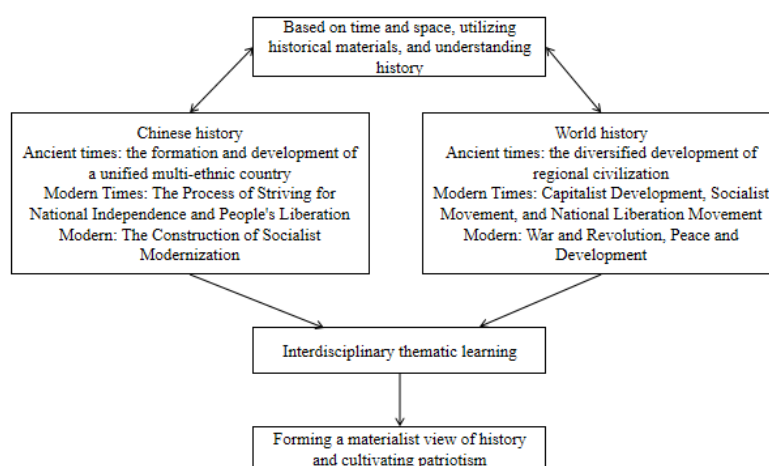


Figure 1: Structure of History Course

3. Classification of History Teaching and Practice Course Evaluation Guided by Core Literacy

3.1. Self-evaluation, clarifying learning objectives and tasks

Student self-evaluation plays a crucial role in the study of history. It is not only a reflection and adjustment of students during the learning process, but also an important means of promoting students to actively explore new learning paths [10]. When organizing self-evaluation for students, teachers should provide clear operational indicators to enable students to quickly focus on the learning core, thereby more effectively mastering knowledge and improving abilities.

The subject of history involves a wide and in-depth range of content, and students cannot just stay at the level of simple memory of knowledge. Therefore, teachers need to scientifically plan students' practical course content, design exploration themes, break down exploration tasks, and propose specific evaluation criteria. Students cultivate their core competencies in the process of completing tasks and evaluate their practical activities and outcomes based on the evaluation criteria.

Self-evaluation is an important component of individual learning behavior for students, but when conducting self-evaluation, students often feel confused or at a loss. Therefore, teachers should provide appropriate prompts and guidance in the selection of evaluation points, evaluation forms, evaluation analysis, and other aspects. For example, teachers can provide specific evaluation criteria and methods, encouraging students to examine and evaluate their learning from multiple perspectives. At the same time, teachers should also respect individual differences among students and allow them to find suitable evaluation points in their free choices.

There are various forms of evaluation for the study of history, and teachers should encourage students to establish a sense of self-evaluation, so that they can continuously reflect, adjust, and improve during the learning process. In this way, students can not only better grasp historical knowledge, but also form good learning habits through self-evaluation, laying a solid foundation for future learning and development.

3.2. Interactive evaluation, clarifying learning strengths and weaknesses

Interactive evaluation is an extremely effective teaching method in history teaching, which is usually conducted within learning groups, aiming to promote deeper understanding and mastery of

knowledge among students through mutual communication and evaluation. To ensure the smooth progress of interactive evaluation, teachers need to carefully design and organize relevant activities.

In terms of activity content, teachers should select representative and inspiring historical topics based on students' learning level and interests, and guide students to engage in discussions and evaluations. At the same time, teachers should also pay attention to the hierarchy and gradient of activities, so that students of different levels can benefit from interactive evaluation.

In terms of activity procedures, teachers should establish clear and explicit rules to ensure the fairness, impartiality, and effectiveness of the evaluation process. This includes determining the standards, methods, steps, etc. for evaluation, so that students have a clear framework to follow during the evaluation process and avoid confusion and bias.

In organizational work, teachers should fully play a leading role and guide students to actively participate in interactive evaluation. Teachers can stimulate students' enthusiasm for participation by setting problem scenarios and stimulating their curiosity. At the same time, teachers should also pay attention to the emotional changes of students, provide timely encouragement and guidance, and let them feel the joy and sense of achievement of learning in interactive evaluation.

In addition, in order to improve the suitability of activity design, teachers should extensively seek the opinions of students. By communicating with students and understanding their learning needs and interests, teachers can better adjust the content and format of activities to better fit their actual situations. In this way, students will gain richer cognition in proactive learning, and their historical literacy and comprehensive abilities will be further improved.

4. Evaluation strategy for history teaching and practical courses guided by core competencies

As an important component of cultivating students' humanistic literacy, the cultivation of core competencies in history courses is undoubtedly crucial. These core competencies, like pearls in the long river of history, shine brightly and contain profound cultural heritage and humanistic care. Therefore, in history teaching, teachers must systematically organize the course content, grasp its structure as a whole, in order to construct a clear historical context and knowledge system.

The vast system of history disciplines is like a towering mountain that requires us to climb and explore. In this process, the big concept plays a crucial role as the starting point for curriculum integration. Through the guidance of big concepts, we can grasp a large amount of historical facts, overcome the fragmented and fragmented nature of knowledge, and make teaching more focused, concise, and clear. This not only effectively solves the problem of endless teaching, but also helps students better understand and grasp the overall and coherent nature of history.

The design of unit themed teaching is based on this concept. It emphasizes the idea of holistic teaching within the unit, with the goal of developing core competencies, and comprehensively arranges teaching objectives, content structure, learning methods, resource systems, homework systems, and evaluation methods within the unit. This teaching design method not only makes teaching more systematic and orderly, but also helps students better understand and master historical knowledge, cultivate their historical thinking ability and humanistic literacy. The concept of big idea teaching and the design of unit-themed teaching can provide references for history practical courses. By integrating big ideas into history practical courses and designing practical activities around unit themes, students' core competencies can be assessed through tracking and evaluating the process of practical activities.

The ultimate goal of teaching is to better promote the development of students. Therefore, teachers need to organize periodic tests to objectively understand the learning situation of students. When designing tests, teachers should pay attention to innovation and make careful designs in terms of operational forms, proposition methods, and question type selection to improve the accuracy of

evaluation. We also need to recognize that subject learning evaluation is not just a patent of teachers. Although traditional testing and written homework grading are the most common evaluation methods, they often fail to touch the hearts of students. Therefore, teachers need to listen more to students' voices, understand their learning needs and confusion, in order to better adjust their evaluation methods and approaches. At the same time, we can also try to introduce more evaluation methods, such as student self-evaluation, peer evaluation, etc., to stimulate students' learning enthusiasm and initiative. The cultivation of core competencies in history courses is a systematic project that requires teachers to continuously explore and innovate in teaching practice. Table 1 clearly shows the key points, implementation strategies, and key points of cultivating core competencies in history courses.

Table 1: Content points, implementation strategies, and key points of cultivating core competencies in history courses

Key points of the content	Implementation strategy	Key points
The importance of cultivating core competencies	Systematically organizing course content	Building a clear historical context and knowledge system
The vastness of the historical discipline system	Utilizing big concepts as a starting point for integration	Mastering historical facts and overcoming fragmented knowledge
Unit Theme Teaching Design	Emphasize the overall teaching philosophy of the unit	Focus on the development of core competencies and coordinate the arrangement of various teaching elements
Understanding of student learning situation	Organizational stage testing	Innovative test design to improve evaluation accuracy
The diversity of subject learning evaluation	Introducing multiple evaluation methods	Respect student voices and stimulate learning initiative
Systematic cultivation of core competencies	Teachers constantly explore and innovate	Strengthening the cultivation of core competencies in practice

5. Conclusions

The evaluation of history teaching and practical courses guided by core competencies is an important issue in the current field of education. Its core lies in promoting the comprehensive development of students' historical literacy through a systematic evaluation and feedback mechanism. In history teaching, independent evaluation and interactive evaluation are two important categories of evaluation, each with unique functions and values.

Self-evaluation emphasizes the self-evaluation and reflective ability of students. Through self-evaluation, students can have a clearer understanding of their learning goals and tasks, and clarify their learning direction. The role of the teacher is crucial in this process. They need to provide students with clear operational indicators and evaluation methods, guide them to deeply explore the depth and breadth of learning content, and thus more effectively grasp knowledge and improve abilities. At the same time, teachers should also respect individual differences among students and allow them to find suitable evaluation points in their free choices, thereby forming personalized learning paths.

Interactive evaluation focuses on mutual communication and evaluation among students.

Through interactive evaluation, students can gain a deeper understanding and mastery of knowledge, discover their strengths and weaknesses, and adjust learning strategies to improve learning outcomes. When organizing interactive evaluations, teachers need to carefully design and organize relevant activities to ensure the hierarchy and gradient of the activities, so that students of different levels can benefit from the interaction. At the same time, teachers should also pay attention to the fairness and impartiality of evaluation, ensuring that students can maintain a positive attitude and the correct direction in the evaluation process.

In addition to independent evaluation and interactive evaluation, the evaluation of practical courses in history teaching also needs to focus on the formulation and implementation of evaluation strategies. The evaluation strategy guided by core literacy should emphasize the examination of students' historical thinking, historical concepts, historical methods, and other aspects. Teachers need to systematically organize the course content, construct a clear historical context and knowledge system, in order to better guide students to engage in deep learning. At the same time, teachers should also pay attention to the innovation of evaluation methods and introduce various evaluation methods, such as student self-evaluation, peer evaluation, and work display, to stimulate students' learning enthusiasm and initiative.

Overall, the evaluation of history teaching and practical courses guided by core competencies is a complex and important task. It requires teachers to constantly explore and innovate in teaching practice, promote the comprehensive development of students through diverse evaluation methods and strategies. Only in this way can we truly cultivate students with profound historical literacy and comprehensive abilities, laying a solid foundation for their future development.

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