

Optimization Strategies for Process Evaluation in Primary Chinese Teaching

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Abstract: Process evaluation is a comprehensive evaluation of learning behaviors, learning attitudes, learning methods, learning cognition and other aspects of the teaching process of the elementary school curriculum, throughout the entire teaching process. The introduction of the new curriculum standards has brought developmental impetus to the reform work of elementary school Chinese curriculum teaching and learning, and at the same time, it has also put forward higher requirements for the teaching activities of elementary school Chinese curriculum. Based on this, elementary school teachers should further innovate the process evaluation model based on the new curriculum standards. Therefore, this paper combines the principles and methods of carrying out process evaluation in elementary school Chinese courses in the context of the new curriculum, innovates process evaluation, and proposes corresponding process evaluation optimization strategies.

Keywords: process evaluation; Primary education; new standard in the Chinese curriculum

Educational evaluation, as an important part of China's educational reform and development, has a profound impact on the development of China's educational endeavors. At the same time, the new standard also clearly states that "the evaluation of the Chinese curriculum includes process evaluation and summative evaluation" "The process evaluation focuses on the learning attitude, the degree of participation and the level of development of the core literacy shown by students in the process of Chinese learning."^[1] In this context, continuous innovation and improvement of process evaluation has become an urgent research topic for basic education reform.

1. Connotation of process evaluation

Process evaluation is an activity in which the teacher evaluates the effectiveness of learning and instruction during the student's learning process, based on professional evaluation criteria developed for academic quality. Process evaluation is a developmental evaluation made on the basis of observation records and reflections on the learning process of students. Teachers make timely value judgments based on students' learning performance and adjust and improve teaching by focusing on the process results of students' intellectual development in the process of teaching and learning, and promote learning through evaluation, so as to promote teachers' teaching and students' learning.

2. Problems in the evaluation of elementary school Chinese education and teaching

2.1. Narrow content of evaluation

In the traditional evaluation mechanism, the degree of memorization and reduction of textbook knowledge in the minds of primary school students is the main criterion for evaluating their excellence. Under the influence of exam-oriented education, teachers and parents over-emphasize test scores and tend to neglect the effective evaluation of students' learning methods, learning habits and learning attitudes involved in the learning process. For example, in lower elementary school Chinese teaching, some teachers only focus on the assessment of literacy and writing, while neglecting the assessment of oral communication and comprehensive practical activities.^[2] In the long run, students' values and emotional attitudes will also change, which will have a negative impact on the growth and development of primary school students.

2.2. Evaluation dysfunction

Traditional assessment in a test-based environment tends to be utilitarian, favoring test-based indicators such as performance and scores, and limiting individual development to a few cognitive abilities such as speech and thinking. This kind of utilitarian trend has led to the emergence of extreme educational ideas such as "the theory of scores only", which has misinterpreted the connotation of educational

evaluation and limited the functioning of evaluation in the Chinese curriculum. In addition to this, influenced by the reality of teacher assessment and other factors, most teachers still emphasize the screening and selection function of evaluation and ignore its developmental function. Against this background, this has led to a situation in which some schools only emphasize performance to the neglect of the all-round development of students, resulting in a situation of “teaching what is tested”.

2.3. Single subject of evaluation

The singularity of the subject of evaluation makes it difficult to bring the function and value of evaluation into play to meet the diversified needs of students' development, which will reduce students' motivation to learn and have a negative impact on their overall development. In addition, due to the lack of multi-dimensional evaluation information in the traditional evaluation structure, and the teachers' understanding of the students is limited to academic achievement and school performance, which leads to the evaluation results of elementary school students being easily affected by the one-sidedness of individual teachers' subjective factors. In the case of a single subject of teaching evaluation, it is difficult to guide and help students to obtain all-round development and evaluation.

3. Optimization Strategies for Process Evaluation in Primary Chinese Teaching

3.1. Focus on synthesis and comprehensiveness

3.1.1. Learning attitudes

A good learning attitude can effectively regulate students' learning behavior. In the process evaluation of elementary Chinese, teachers should pay attention to the evaluation of students' learning attitudes, which mainly includes three indicators of making plans, self-monitoring and self-regulation. Among them, making a plan refers to making a reasonable and feasible study plan according to the study content and study tasks, taking into account one's own situation; Self-monitoring means that students are strict with themselves in the learning process, improve their self-discipline, and are able to complete their learning program goals on time; Self-regulation means that students who encounter frustration can adjust their learning state in time through extended inquiry, communication and discussion.

3.1.2. Degree of participation

The level of participation is positively related to student development. Teachers can initiate process evaluations of students' engagement in learning based on independent and cooperative learning. In terms of self-directed learning, students with a high level of engagement are able to actively express their ideas and present their views and opinions based on active analysis of the learning material; In terms of cooperative learning, highly engaged students build positive collaborative relationships and discuss topics with teachers and peers, responding positively based on listening to others' perspectives and confusion.

3.1.3. Developmental level of core literacy

The core literacy of the Chinese curriculum consists of four aspects: cultural confidence, language use, thinking ability, and aesthetic creativity. The content of the assessment should not be limited to the classroom, but must be extended to the growth space that promotes the overall development of students. An authentic and complete record of students' performance in Chinese learning activities, oriented to their learning abilities. When testing the development level of students' core literacy, teachers should combine the learning content and students' development needs, collect key data from the classroom's key links, and reasonably use process evaluation to reflect its diversified themes and precise links. This is used as the basis for a comprehensive and authentic assessment of the quality of learning and potential of students.

3.2. Focusing on methodology for development

3.2.1. Emphasize the relevance of evaluation tools

Teachers should target the selection of assessment tools to different grade levels and different learning content. For example, lower elementary grades can document student growth through student growth portfolios by accumulating process evaluation cards of student learning; Elementary middle and upper grades can be set up through the “I am the speaker”, “class stage” and other evaluation columns exhibition of students' excellent work and positive performance, with a visual image and targeted evaluation, guiding students to experience the joy of

success, stimulate student learning Motivation.

3.2.2. *Focus on flexibility in evaluation methods*

Teachers should update their evaluation methods in a timely manner and focus on the flexibility of evaluation methods. On the one hand, the observation method plays an important role in education and teaching. Teachers can further look for and analyze what kind of teaching activities and teaching strategies students prefer by observing their performance in terms of learning bases, cognitive styles and attitudes and interests, thus helping teachers to improve their teaching methods and enhance the quality of teaching. On the other hand, the importance of verbal motivational methods in the classroom cannot be overstated. Teachers should establish a sense of integration of teaching and evaluation, and focus on the motivational and scientific nature of the evaluation language in the process of practicing process evaluation. Teachers should make full use of body language, tone of voice and motivational speech to guide students to reflect on the basis of listening carefully to students' speeches and observing students' performance, in order to maximize students' motivation and stimulate students' desire to learn, interest and thinking. In addition, in order to effectively play the advantages and functions of process evaluation, teachers can choose humorous and interesting evaluation language, breaking through the traditional stereotypical evaluation language limitations. Through the use of humor and interesting and philosophical evaluation language to create a relaxed learning atmosphere, closer to the distance between teachers and students, and promote the personalized development of students.

3.3. **Emphasizing diversity and promoting interaction**

3.3.1. *Guide students to self-assessment and mutual assessment*

Students are the subjects of the teaching and learning process, and the endogenous power of assessment comes from the students themselves. Students are motivated to learn through active assessment and develop critical thinking in the process of active assessment. In addition to this, attention is given to the mutual assessment of students, thus further complementing teacher assessment. Students in the mutual evaluation and self-assessment, the teacher, although "behind the scenes" but should be "in mind", in the evaluation process to find problems and timely guidance. Through multi-subject and multi-angle mutual assessment and self-assessment, we respect students' subjectivity, cultivate students' sense of evaluator, and lay the foundation for students' lifelong learning.

3.3.2. *Encourage parents to participate in the process of evaluation*

In the current evaluation of the main development process, teachers can encourage parents to actively participate in the evaluation, from a multi-faceted perspective on the evaluation and consideration of student development, the construction of student self-assessment, student-student mutual evaluation, teacher-student mutual evaluation and parental participation in the evaluation of the diversified evaluation system, so that three-dimensional evaluation throughout the evaluation system of primary education. It is hoped that by increasing the number of evaluation subjects, the process evaluation will be better utilized, the democratic nature of evaluation will be enhanced and the effectiveness of evaluation will be improved.

Bibliography

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