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On the Integration of "Teaching, Learning and Evaluation" from the Perspective of Core Literacy and its Construction Paths

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Abstract: In the curriculum standards for various subjects in compulsory education issued in April 2022, it is advocated that the "teaching, learning, and evaluation" be integrated, and teachers are required to transform their educational approach and pay attention to the educational function of evaluation. The integration of "teaching, learning and evaluation" is not only the basic requirement of the new curriculum scheme, but also an important path to deepen the reform of basic education curriculum teaching, but also an important measure to develop students' core quality and implement the fundamental task of cultivating morality and people. However, from the current teaching practice, there are still many problems in the integration process of "teaching, learning and evaluation". This study makes a specific analysis of this, and tries to put forward the strategy of constructing the integration of "teaching, learning and evaluation", explore the effective path to promote teaching, so that the integration of "teaching, learning and evaluation" can be implemented.

Keywords: Core Accomplishment; "Teaching, Learning and Evaluation" Integrated; System Construction.

1. The Connotation Understanding of the Integration of "Teaching, Learning and Evaluation"

Some scholars define the connotation understanding of the integration of "teaching, learning and evaluation" as the degree of coordination among the three factors of teacher's teaching, student's learning and evaluation of student's learning in the whole classroom teaching system [1]. "Teaching" is "teacher's teaching", which refers to a kind of guiding behavior and teaching activities carried out by teachers to achieve the purpose of teaching. "Learning" is "students' learning", which refers to the activities carried out by students in order to achieve a certain purpose. "Assessment" is the evaluation of students' learning performance, which can not only check their completion, but also promote the overall development of students to achieve educational purposes. Therefore, the essence of the integration of "teaching, learning and evaluation" lies in the realization of the unity and integration of teaching and learning through evaluation, so as to achieve the consistency between learning objectives, teaching activities and evaluation [2]. According to the above discussion, the connotation of the integration of "teaching, learning and evaluation" can be further elaborated, which is helpful to deepen the understanding and understanding of it.

1.1. The Prerequisite for the Integration of "Teaching, Learning and Evaluation" is to Have a Clear Goal

The goal is the key to "teaching, learning and evaluation", the goal is the starting point and destination of classroom teaching, so the integration of "teaching, learning and evaluation" is the integration of "teaching, learning and evaluation" under the guidance of goals. The integration of "teaching, learning and evaluation" requires the teaching goal to be consistent with the students' learning goal and the goal of classroom teaching evaluation, which needs the integrated design of teaching, learning and evaluation.

1.2. "Evaluation" Refers to the Evaluation of Students' Daily Learning

In classroom activities, the participants are teachers and students, and the relationship between them is clear. But "evaluation" is different, the evaluation subject is diversified, on the one hand can be internal evaluation, on the other hand, can also be external evaluation. Then, the ways and methods of evaluation are also different. One is to evaluate students' daily learning, which mainly includes classroom questions and comments, classroom exercises and homework. The other is external evaluation through tests, such as exams and quizzes. In the classroom discussion of the integration of "teaching, learning and evaluation", we need to pay more attention to the daily evaluation of learning and give full play to the evaluation role of teachers, so as to better promote the development of students' core literacy.

1.3. Recognize the Process of "Teaching, Learning and Evaluation" Integration

The integration of "teaching, learning and evaluation" is not a static concept, but a dynamic process. From the vertical point of view, the integration of "teaching, learning and evaluation" includes from the curriculum goal to the teaching goal, to the teaching design, and then to the classroom implementation, which is a continuous transformation process, and finally implemented to the development of students, through these processes to gradually promote the overall development of students. From the horizontal point of view, in the actual classroom teaching, "teaching, learning and evaluation" cannot be separated from the point of view, they are integrated with each other, influence each other, and jointly serve for students' learning goals.

2. The Problems Existing in the Integration Process of "Teaching, Learning and Evaluation"

2.1. Inaccurate Grasp of the Integration Concept of "Teaching, Learning and Evaluation"

By combing and analyzing the literature, it is found that some scholars' grasp of the concept of the integration of "teaching, learning and evaluation" is not accurate enough. For example, they limit the integration of "teaching, learning and evaluation" to the micro classroom teaching field. Their common cognitive and behavioral paradigm is to carry out teaching design on the basis of the integration idea, and then apply it to the classroom. By explaining students' existing knowledge and ability of certain subjects, and then giving feedback, they believe that the integration of "teaching, learning and evaluation" has been achieved in this way [3]. Obviously, this model narrates the theoretical essence of the integration of "teaching, learning and evaluation" and its true meaning.

2.2. The Goal of the Integration of "Teaching, Learning and Evaluation" is not Clear and Practical

In the process of implementing the integration of "teaching, learning and evaluation", we find that there are some common problems: first, the lack of the subject of learning behavior, teachers pay more attention to what to teach and how to teach, but ignore the subject of "students"; Second, in terms of understanding, obtaining, perceiving and comprehending the target, the verb is fuzzier, the directivity is not clear, and the operability is not strong. Obviously, a teaching goal without a clear direction will inevitably lead to the lack of operability in students' learning activities and evaluation tasks. For example, "Through experimental exploration, students can form a certain subject concept and promote the development of students' core quality of the subject", such a teaching goal is too broad to be realized in one class.

2.3. The Evaluation Method is Relatively Simple

For a long time, due to the influence of the traditional concept of exam-oriented education, exam results have become a means of evaluating teachers' teaching and students' learning, which mainly examines students' mastery of knowledge and skills, but neglects the evaluation of students' emotions, attitudes and values. The excessive pursuit of paper-and-pencil test results has downplayed the value of teaching, learning and evaluation itself. Teaching on the basis of fractions ignores that students are constantly developing individuals with diversity, independence and initiative, so this view will have an adverse impact on students' personality development and overall development. At the same time, a single evaluation method can not give full play to its feedback and incentive functions, and will also affect the objectivity of the evaluation results.

3. The Construction Strategies of "Teaching, Learning and Evaluation" Integrated System

3.1. Taking Common Goals as the Premise of the Integration of "Teaching, Learning and Evaluation"

Teaching objectives are the starting point and end point of teaching activities, and also the yardstick of teaching evaluation, so it is particularly important to formulate teaching objectives in line with students' "core literacy". To realize the integration of "teaching, learning and evaluation", the premise is the same goal orientation of the three, that is, to adhere to the fundamental task of cultivating morality and educating people, and fully cultivate students' core literacy. To promote the development of students' core qualities with moral cultivation as the fundamental task is not only to stand on the students' standpoint, but also to focus on students' adaptation to the needs of future social development and personal life [4] . The core quality goal is the key to the deep combination of teaching, learning and evaluation. Under the guidance of the core quality, teachers should make evaluation play a role in the whole process of teaching and learning.

3.2. To Promote the Integration of "Teaching, Learning and Evaluation" with Multi-dimensional Standards

First, take the development of quality as the basis, and take moral cultivation as the fundamental task of our education. Moral cultivation is the fundamental task of our education, and the core accomplishment is an important way to realize the task of moral cultivation, and it is also the key to the integration of "education" and "teaching, learning and evaluation". Therefore, in the process of "teaching, learning and evaluation" integration, educators should take quality as the center, in line with the idea of promoting students' all-round development, combine teaching, learning and evaluation, and make it a whole of educating people. Second, adhere to the educational function of evaluation. In the process of the integration of "teaching, learning and evaluation", we should change the view that we only pay attention to the diagnostic function and screening function of evaluation, but pay more attention to the educational function and incentive function of evaluation, as well as the learning process of students. At the same time, we should correct the bad phenomenon of judging students by simple test scores. Education should strengthen process evaluation and performance evaluation, explore value-added evaluation, dilute the "labeling" of students' judgment, and highlight human development and plasticity [5].

3.3. To Promote the Integration of "Teaching, Learning and Evaluation" with Diverse Subjects

First, give full play to the leading role of teachers in the integration of "teaching, learning and evaluation". For teachers themselves, they should deeply understand and accurately grasp the meaning and essence of the integration of "teaching, learning and evaluation", read the new curriculum standards carefully, and design teaching activities around the goal of core literacy. In the whole process, we should pay attention to the student-oriented, fully understand

and learn the new ideas and concepts of education and teaching, innovate our teaching design, make teaching activities more colorful, adopt diversified evaluation methods, integrate teaching and evaluation, and make evaluation an important means to promote the development of students' quality and all-round development. Secondly, the center of "teaching, learning and evaluation" is the student, and both teaching and evaluation should be centered on the student's learning and the student's development. In teaching design, teachers should focus on students' learning needs and life needs, take their development and changes in the learning process into account, design flexible and targeted learning evaluation, and integrate evaluation into their own teaching design, so as to improve students' core quality continuously. Teachers can give full play to the role of students' self-evaluation and student mutual evaluation.

4. Conclusion

In short, "teaching, learning and assessment" integrates the theoretical essence and practical experience of curriculum, teaching, learning and evaluation. It is not only the frontier proposition of a new round of curriculum reform, but also a new idea and a new way to promote classroom reform and improve teaching practice, which plays a very important role in promoting the healthy growth of students and the professional development of teachers. In order to realize the integration of "teaching, learning and evaluation", it is necessary to mobilize many forces and establish a more scientific and reasonable teacher evaluation system. Teachers should give full play to the leading role in the integration process of "teaching, learning and evaluation", always uphold the educational thought of moral cultivation, promote the development of students' quality and all-round development, so that teaching, learning and evaluation form a dynamic cycle of education chain.

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