

Problems and Solutions of Classroom Evaluation Language of Primary School Chinese Teachers under the Core Competencies

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Abstract: How to develop students' core competencies in specific classroom teaching is an important issue facing the current basic education reform. As the main form of classroom evaluation carried out by teachers, classroom evaluation language is the most commonly used evaluation method in the interaction between teachers and students. It can not only reflect teachers' evaluation literacy but also promote students' long-term personal development. Therefore, the research on the classroom evaluation language of primary school Chinese teachers based on the cultivation of core competencies, finding out the existing problems, causes and solutions in the classroom evaluation of primary school Chinese teachers, can not only improve the effectiveness of classroom teaching evaluation of primary school Chinese teachers, but also effectively promote the development of core competencies of primary school students.

Keywords: Core Competencies; Primary School Chinese; Classroom Evaluation Language.

1. Problems of Classroom Evaluation Language of Primary School Chinese Teachers under the Core Competencies

1.1. Teachers' Classroom Evaluation Language Aims to Emphasize Results Over Processes

In the evaluation of classroom teaching language of primary school Chinese texts, it is common that teachers use more judgmental evaluations, directly pointing out whether students' answers are right or wrong, and use less developmental feedback evaluation language. This is likely to dampen students' enthusiasm for learning and ignores the important significance of interpretive evaluation and developmental evaluation. When facing students' answers, teachers often directly judge whether they are right or wrong. If the answers are wrong or incomplete, teachers usually ask the next student to supplement or modify them. This not only undermines students' self-confidence but also fails to help students think better.

1.2. Teachers' Classroom Evaluation Language Content Emphasizes Knowledge over Processes and Attitudes

Teachers in Chinese classes will evaluate students' performance in knowledge and skills more often, and evaluate students' performance in processes and methods, as well as emotional attitudes and values less frequently. Teachers pay more attention to whether students have mastered the content of this class, and evaluate students according to the correctness of their answers to questions. They focus more on the answers students get, often ignoring the process by which students arrive at the answers, and overlooking the development and progress of students' abilities. At the same time, when students express their feelings and gains, teachers usually only give simple evaluations and will not spend a lot of time expanding and guiding different feelings. Over time,

this will reduce students' enthusiasm for learning Chinese and gradually make the subject of Chinese lose its unique charm.

1.3. Teachers' Classroom Evaluation Language Subjects Emphasize Others' Evaluation over Interaction

In actual classrooms, teachers' evaluations are mainly dominant, lacking mutual evaluations among students and self-evaluations by students themselves. Restricted by teaching tasks and students' own evaluation abilities, teachers are more likely to evaluate students from their own perspectives. Although this improves the efficiency of evaluation, the quality of evaluation cannot be guaranteed. It ignores the dominant position of students, cannot comprehensively evaluate students, and fails to motivate students' growth. Mutual evaluations and self-evaluations among students can not only improve the comprehensiveness of evaluation, help students understand themselves, but also promote students to learn from each other in the evaluation and grow and progress together.

1.4. Teachers' Classroom Evaluation Language Types are Relatively Monotonous and Boring

Teachers mostly use oral evaluations in classroom evaluations, ignoring the role of body language evaluations. At the same time, they often use formal and non-targeted praise evaluations, and do not combine praise evaluations and criticism evaluations well according to students' characteristics. Compared with body language evaluations, teachers are more likely to choose oral language to give simple evaluations to students, and do not recognize the great significance of body language such as smiles and hugs for students' development. When using oral language evaluations, teachers often use formal praise words such as "good", "great", "you are very smart" to evaluate students. Although it seems to be encouraging students, over time, it will bring students a sense of fatigue and falsehood, making it difficult to stimulate students' enthusiasm for learning and reducing students'

attention to teachers' evaluation language.

1.5. Teachers' Classroom Evaluation Language Lacks the Orientation of Core Competencies

Teachers should pay attention to developing students' core competencies through classroom evaluation language in class, and reasonably organize evaluation language to cultivate students' cultural confidence, language application, thinking ability and aesthetic creation. However, in actual classrooms, teachers give the most evaluations on students' language application, and there is a lack of evaluation language in cultural confidence, thinking ability and aesthetic creation. Some teachers lack educational mechanisms, teach and evaluate according to the arrangement of teaching designs, and cannot flexibly guide different ideas that students have in class, which may limit the development of students' thinking ability. At the same time, some of teachers' formal and simplified evaluation language, as well as the lack of excavation of the cultural essence in Chinese texts and the good qualities of outstanding characters, make it difficult for students to deeply appreciate the charm of Chinese, and cultivate students' cultural confidence and aesthetic creation literacy.

2. Causes of Problems in Classroom Evaluation Language of Primary School Chinese Teachers under the Core Competencies

2.1. School Level

On the one hand, schools lack guidance and training for teachers' classroom evaluation language. On the other hand, schools pay more attention to the evaluation of learning results and ignore the evaluation of the learning process. Under the influence of these two factors, teachers cannot get systematic and scientific guidance and training on evaluation language, and are more likely to use familiar and simple evaluation language to evaluate students, making it difficult to improve their professional qualities. At the same time, under the background of exam-oriented education, schools still pursue students' grades more, and evaluate teachers' teaching effects through students' grades. In this case, the whole school pays more attention to the evaluation of students' academic performance and learning results, and lacks the time and ability to evaluate students' learning processes, which is not conducive to students' all-round development.

2.2. Teacher Level

Teachers' evaluation concepts and evaluation abilities are both important factors restricting classroom evaluation language. As the main implementers of evaluation, teachers' own evaluation concepts and evaluation abilities directly affect the quality and effect of classroom evaluation language. Many teachers do not recognize the function of classroom evaluation language in cultivating students' core competencies and other developmental goals, simply understand evaluation language as a response and encouragement to students, and lack self-reflection on classroom language. At the same time, teachers receive less learning and training on classroom language, and have insufficient abilities in language expression and educational

wisdom. They cannot give scientific and reasonable evaluations in a timely manner according to students' characteristics and performances, and it is difficult to play the important role of classroom evaluation language.

2.3. Student Level

As the main body of evaluation, students are important roles in the evaluation process. Students' own evaluation willingness and evaluation ability are both important factors affecting classroom evaluation language. Influenced by traditional education and the laws of physical and mental development, students rarely express their own opinions and views, and are more accustomed to accepting evaluations from teachers and parents. In addition, they do not want to affect the relationship with classmates and teachers because of evaluations, so their willingness to evaluate is not strong. In addition, students in the primary school stage have insufficient abilities in knowledge reserve, language expression and other aspects, and it is difficult for them to independently select and organize reasonable and appropriate evaluation language to complete the evaluation of themselves and others.

3. Optimization Strategies for Classroom Evaluation Language of Primary School Chinese Teachers under the Core Competencies

3.1. School Level

3.1.1. Carry out Relevant Training on Teachers' Classroom Evaluation Language

Schools, as the guides for the development of teachers and students, should play their leading role and provide support and help for teachers' development. Firstly, schools can organize learning and training related to teachers' classroom evaluation language, and cooperate with normal universities and excellent primary schools through online and offline methods. Invite experts from normal universities and famous teachers from excellent primary schools to the school to provide more theoretical and practical guidance for our teachers, and promote the improvement of teachers' evaluation abilities. Secondly, schools themselves can organize learning and exchange activities on classroom evaluation language. After learning the experience of excellent schools in normal universities on classroom evaluation language, apply it to the teaching process of this school and this class. Regularly carry out teaching observation and evaluation activities to provide opportunities for teachers to communicate and discuss, form exchange and learning groups, pool ideas, and promote the improvement of the overall quality of classroom evaluation language in the school.

3.1.2. Select Appropriate Evaluation Methods to Improve the Evaluation Mechanism

Schools should improve the evaluation mechanism according to the actual situation of the school, adopt an evaluation mechanism oriented to core competencies, and improve the application of teachers' teaching and classroom evaluation language. Schools should use process-oriented, developmental and subject-oriented evaluation methods to evaluate students, pay attention to students' performance and progress in the learning process, and gradually realize the transformation of the classroom evaluation mechanism. At

the same time, it should reflect the development of evaluation methods, promote students' development and the improvement of teachers' evaluation levels through evaluation, and promote students' development with the goal of students' sustainable development.

3.2. Teacher Level

3.2.1. Establish Correct Evaluation Concepts

In terms of evaluation objectives, teachers should establish the concept of developmental evaluation and the concept of comprehensive education. When evaluating students, they should not only judge the correctness of the answers but also tell students the reasons for being right or wrong, carry forward students' advantages, make up for students' shortcomings, and effectively play the incentive and guiding functions of teachers' evaluation language. In terms of evaluation content, teachers should pay attention to the integration of the three-dimensional objectives. As the leaders of teaching evaluation language, teachers should participate in training and lectures related to the three-dimensional objectives and core competencies, enrich their theoretical reserves, apply the three-dimensional objectives to classroom evaluation language, comprehensively evaluate students' abilities, and promote students' all-round development. In terms of evaluation subjects, teachers should establish a democratic and equal view of teachers and students, create a good evaluation environment for students, give students more opportunities for mutual evaluation and self-evaluation, give students enough time to speak, treat each student patiently, and improve students' critical thinking ability, thinking ability and interpersonal communication ability. In terms of evaluation objects, teachers should reflect the concept of teaching students in accordance with their aptitudes. Select different evaluation methods for excellent students, average students and underachieving students respectively. The evaluation language for excellent students should be specific and detailed to set an example for other students. Give more attention to average students, and use more encouraging evaluation language to stimulate their learning motivation. The evaluation language for underachieving students should be implicit and powerful, helping students recognize their own deficiencies and encouraging students to strive for progress. In terms of evaluation methods, the language should highlight the characteristics of the Chinese subject, carefully design classroom evaluation language, so that students are willing to accept it and can feel the beauty of Chinese, cultivate students' aesthetic taste, and improve students' perception ability.

3.2.2. Improve Their Own Professional Abilities

Firstly, teachers should improve their reflective ability on classroom evaluation language, combine the preset of classroom evaluation language with the reflection of after-class evaluation language, imagine various possible performances of students and design corresponding evaluation language, and when dealing with students' answers, start from the perspective of students during reflection, find problems and adjust them in a timely manner. Secondly, teachers should improve their language expression ability and use diverse and motivating evaluation language. Teachers should combine oral language with body language, use body language to narrow the distance with students, and enhance the positive impact of classroom evaluation language on students. At the same time, teachers should use praise evaluation language and criticism evaluation language

reasonably, select targeted and specific praise language, and use criticism language appropriately to help students establish correct concepts of right and wrong. At the same time, teachers should enhance the wisdom of classroom evaluation language. According to the different performances of students, learn to be flexible, guide students according to the situation, reasonably organize classroom evaluation language, transform students' unexpected performances into generative resources, and give full play to educational wisdom. Finally, teachers should penetrate core competencies into classroom evaluation language, seize the opportunity to help students understand culture and stimulate cultural confidence; improve their own ability to use teaching materials and language expression, and better improve students' expression ability; carefully design the gradient and level of classroom evaluation language to improve students' thinking ability; combine various types of classroom evaluation language to help students understand the profound connotation of the text and improve students' aesthetic creation ability.

3.3. Student Level

3.3.1. Guide Students to Form Problem Awareness

Teachers should guide students to form problem awareness, encourage students to participate in classroom evaluation, and improve students' ability of independent development. Firstly, teachers should help students establish a clear self-awareness, so that they realize that they have the right to evaluate themselves and others. Secondly, teachers should help students understand the significance and value of evaluation. Self-evaluation and evaluation by others can not only help us recognize our own advantages and disadvantages but also improve our communication ability, learn from each other in expression and communication, and make progress together. Finally, teachers should change traditional teaching concepts, transform teacher-oriented evaluation into multi-directional classroom evaluation language such as teacher-student mutual evaluation, student-student mutual evaluation and student self-evaluation, and encourage students to participate in mutual evaluation and self-evaluation in a relaxed and pleasant classroom atmosphere.

3.3.2. Improve Students' Expression and Communication Ability

The primary school stage is a critical period for students' language development. As teachers, first of all, we should encourage students to accumulate when reading articles and reciting poems, improve their own knowledge reserve, and master the correct usage of words and sentences. Secondly, we should create real and beautiful teaching situations, lead students to feel and experience in the situations, and improve students' language aesthetic taste. At the same time, teachers should provide students with more opportunities to talk with others and encourage students to express their opinions confidently. Finally, teachers can list language expression level and language application ability as one of the contents of evaluating students, and enhance students' attention to language expression.

4. Conclusion

In the current domestic environment of "cultivating people with all-round development of morality, intelligence, physique, aesthetics and labor", the cultivation of core competencies has received continuous attention from scholars and teachers in the process of basic education teaching reform.

Combining classroom evaluation with the development of students' core competencies has become the future trend of the development of educational evaluation. As a commonly used evaluation method that students are most exposed to, classroom evaluation language plays an important role in promoting the development of students' core competencies. Therefore, the optimization research on the classroom evaluation language of primary school Chinese teachers based on the cultivation of core competencies has extremely important research significance and practical value.

This thesis expounds from five dimensions: the development of the objectives of classroom evaluation language, the comprehensiveness of the content of classroom evaluation language, the interactivity of the subjects of classroom evaluation language, the diversity of the types of classroom evaluation language, and the orientation of the core competencies of classroom evaluation language. It analyzes the existing problems in the classroom evaluation language of current primary school Chinese teachers, and analyzes the reasons from three aspects: schools, teachers and students. Aiming at the above reasons, appropriate optimization suggestions are put forward, in the hope of providing reference suggestions for the optimization of the classroom evaluation language of current primary school Chinese teachers.

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