

Classroom Assessment of Chinese Instructional Quality Based on Subject Core Literacy

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Abstract: With the continuous progress of social economy and culture in China, education is also changing unconsciously. The goal of education in China is to cultivate students' core quality and subject core quality. According to some surveys, there are some problems in junior middle school Chinese class, such as students are not interested, unable to participate in learning by themselves, poor learning quality, single teaching method of teachers, poor learning environment and so on, which seriously inhibit the learning quality of students in Chinese class. Chinese teaching in junior middle schools should aim at the local actual situation and create a certain learning environment for students. In Chinese classroom teaching, assessment can stimulate students' enthusiasm for learning, lead them into the hall of knowledge, enable them to learn to express themselves, and enhance their cultural self-confidence. Based on the premise of cultivating students' core literacy in junior middle school Chinese teaching, this paper focuses on the classroom assessment method of Chinese instructional quality.

1. Introduction

In junior high school Chinese education, the cultivation of students' subject core literacy is one of the key contents that teachers should pay attention to. However, due to the influence of traditional instructional mode and other factors, the effect of cultivating students' core literacy in junior high school Chinese teaching in many places in China is not ideal[1]. The scientific and diversified whole-course teaching assessment model is in line with the current direction of education and teaching reform, which is of great significance to the formation of students' knowledge accumulation, ability improvement and personality development, and to improve students' learning efficiency and stimulate their potential[2]. The assessment of teachers' classroom teaching is an important content in the instructional quality monitoring system. It can not only promote the development of students and teachers, but also effectively improve the quality of classroom teaching[3]. Under the guidance of the new curriculum concept, classroom teaching should give full play to the effective functions of assessment, such as diagnosis, encouragement and guidance, and pay attention to evaluating the subject with an objective and dynamic vision to promote the common development of students and teachers[4]. However, judging from the current situation of classroom assessment, there are many phenomena in many Chinese classrooms, such as untimely and stylized assessment of teachers, which leads to the ineffectiveness of classroom assessment and the low efficiency of classroom teaching[5]. Chinese classroom teaching assessment should be based on core literacy, with students' language construction ability, thinking ability and understanding ability as the main assessment contents, and give students a more scientific and humanized assessment of Chinese learning.

Optimizing the assessment system of junior middle school Chinese teaching is of great significance to the progress of Chinese teaching, the development of Chinese curriculum and the cultivation of a new generation with full personality, freedom, harmony and comprehensive

development[6]. The so-called core literacy refers to the necessary character and key ability that students should have to adapt to the needs of lifelong development and social development, emphasizing personal cultivation, social care and feelings of home and country, and paying more attention to independent development, cooperative participation and innovative practice[7]. Chinese teaching in junior middle schools should aim at the local actual situation and create a certain learning environment for students. Junior high school is an important time for students to grow up and live, and it is also a time when Chinese has certain core literacy[8]. Therefore, how to make students like learning Chinese and create a high-quality Chinese learning environment is a problem that teachers need to think about now. After the core literacy of Chinese subject was put forward, teachers took it as their responsibility to practice the core literacy and aimed at the development of students' ability, and made innovations in all aspects of classroom teaching[9]. Based on the premise of cultivating students' core literacy in junior middle school Chinese teaching, this paper focuses on the analysis and discussion of the assessment method of Chinese instructional quality.

2. The Connotation of Chinese Core Literacy

2.1 Aesthetic Taste

The article description of Chinese course is an expression of the author's self-feelings and a reflection of the author's feelings. The core literacy of Chinese requires students to have the ability to understand the feelings of others. Education itself focuses on guiding and shaping students' values, so that students can understand good and evil and clarify right and wrong. These positive core values need to be publicized through Chinese education, and Chinese teachers should correctly guide students' values. Whether it is junior high school, senior high school or university, the content of Chinese teaching is mainly around listening, speaking, reading and writing. Among them, the core content is to give them thinking and cultural value, to integrate the subject consciousness into it, and to make the literacy of Chinese class different from other courses. Chinese teaching allows students to better perceive the beauty, ugliness, good and evil through the description of the beautiful hearts or ugly faces of characters, and allows students to be immersed in the beautiful scenery and better perceive the aesthetic feeling through the description of the beautiful scenery of the country. The content of Chinese teaching relies more on the author's detailed description of articles and characters to create an atmosphere. Through the teacher's explanation, students can better understand the author's own attitude towards characters and events, and let students better understand the truth, goodness and beauty and the ability to distinguish right from wrong.

2.2 Cultural Deposits

The cultural connotation of Chinese core literacy includes the connotation of classical poetry, literary masterpieces and cultural philosophy history. China has outstanding people and numerous classic poems. Beautiful poems all reflect the elegance of poets, and historical works of literary masterpieces are the painstaking works of predecessors. The core literacy of Chinese is to continuously accumulate their own cultural heritage through students' study of classical and modern literature. Language ability includes listening and reading ability, language expression ability, writing expression ability, etc. These abilities are all realized through Chinese teaching, and language ability is one of the core contents of Chinese teaching. Through the cultivation of listening and reading ability, students can learn more knowledge. Through the cultivation of writing expression ability, students can express their feelings in words. Scientific and effective assessment of teachers' instructional quality plays an irreplaceable role in improving teachers' teaching level, monitoring teachers' teaching process and ensuring the quality of personnel training. The traditional teaching assessment method pays attention to summing up the teaching effect afterwards, but ignores the instructional quality guarantee in advance and in the process. Therefore, it is the focus of our teaching management to change the traditional instructional quality assessment model and explore a instructional quality assessment model suitable for the construction of existing teachers.

3. The Assessment Strategy of Junior Middle School Chinese Classroom under the Core Literacy

3.1 Rich and Diverse Assessment

Core literacy regards the development of language construction ability as an important content, and teachers should give appropriate assessment from this aspect when testing students' learning effect. The function of assessment lies in teaching, rather than distinguishing the advantages and disadvantages of students and simply judging the right or wrong answers. The assessment of classroom teaching to promote students' development can not only make a simple distinction between good and bad students' learning situation, but also emphasize its formative role and developmental function. An assessment is not only a summary of one activity, but also the starting point, guide and motivation of the next activity. After students read independently, teachers can let students retell the text in their own language, express their reading feelings and cultivate students' language expression ability. In the process of junior middle school Chinese teaching, in order to continuously improve students' core literacy, teachers must help students set clear goals. If students make rapid progress in reading, they can aim at improving their writing ability on the basis of reading. For example, after reading knowledge is accumulated to a certain extent, students' prose writing ability is cultivated and reached a certain level after training. The assessment system of Chinese instructional quality is shown in Figure 1.

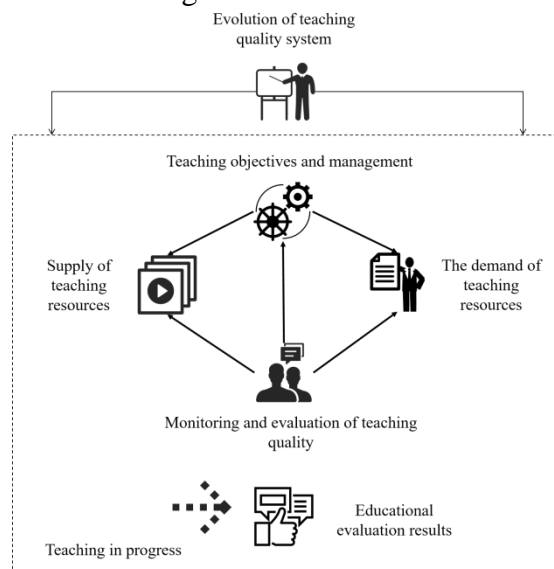


Fig.1 Chinese Instructional Quality Assessment System

In the process of encouraging assessment, teachers can change the single assessment form and let students evaluate each other and teachers and students evaluate together, which can not only enhance students' enthusiasm for expression, but also cultivate students' self-confidence in language expression. When there are some different thinking in the classroom, teachers should not deny it in the assessment, but aim at the development of students' thinking and cultivate students' Chinese literacy. Classroom teaching assessment is mainly a value judgment of teachers' classroom teaching behavior and its effect. The purpose of developmental assessment is not to screen out the advantages and disadvantages and evaluate the grades, but to improve the teaching skills and level of the evaluated teachers and improve and adjust the teaching and learning behavior through comments, discussions and reflections on teachers' classroom teaching. After the overall goal is clear, teachers should set clear goals in every educational guidance of students.

3.2 Diversification of Assessment Subjects

Developmental assessment advocates changing the state of evaluating students by teachers alone and turning assessment into an activity involving multiple subjects. Encourage students to evaluate themselves, improve their enthusiasm and initiative, promote reflection on their own learning, and

cultivate students' independence, autonomy and self-development and self-growth ability. Teachers should be good at letting students taste the joy of success, arouse their passion for learning, and avoid arbitrarily denying students with subjective and one-sided language. In junior high school Chinese teaching, it is necessary to constantly expand the learning space and build an open Chinese classroom for students. For junior high school Chinese textbooks, the content in the textbooks is relatively small, and it can't fully cover students' learning requirements. Therefore, when teaching, teachers need to combine the actual situation and broaden the learning space. The innovative teaching system model is shown in Figure 2.

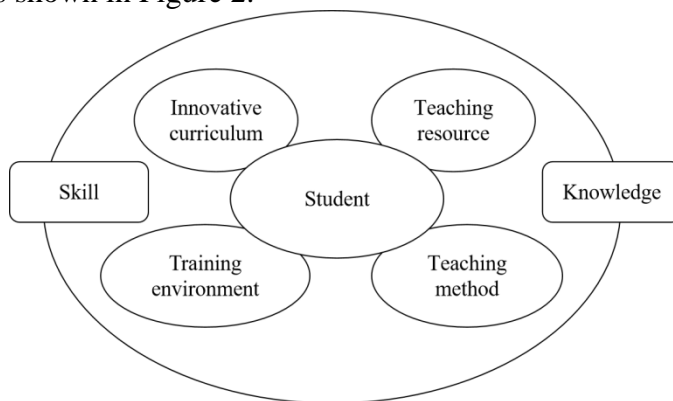


Fig.2 Innovative Teaching System Model

In the daily junior high school Chinese teaching, we need to pay attention to the existing problems and adopt targeted countermeasures to solve these problems, so as to comprehensively improve the junior high school Chinese teaching level. Students constantly accumulate their cultural knowledge by reading some books and literary classics in and out of class, and finally improve their language expression ability and writing ability through thinking about cultural knowledge. Teachers require students to express themselves in class, either in language or in words, and strengthen students' expressive ability through classroom exercises. The purpose of classroom teaching assessment is not only to evaluate teachers' classroom teaching, but also to motivate teachers to keep learning, improving and improving purposefully. The maximization of educational and teaching benefits is precisely the value orientation of collective lesson preparation and the purpose of collective lesson preparation. Students can recognize their own strengths and weaknesses in the process of evaluating others. Provide information about learning and development from different angles to help students understand themselves more comprehensively.

4. Conclusions

Junior high school is a stage where students' learning ability and understanding ability are excellent, and Chinese teaching is the most basic teaching subject, so it is very important to strengthen Chinese teaching in junior high school. Chinese teaching from the perspective of core literacy should not be limited to classroom teaching, but teachers should constantly innovate and enrich the organizational forms of classroom teaching. The Chinese assessment system should also develop with it, innovate the assessment form and content, take the development of students as the assessment goal, and provide assistance for the development of students from the aspects of language, thinking and culture. Classroom teaching assessment is the general name of measurement and assessment related to classroom teaching, involving a series of related concepts such as measurement, test and assessment, as well as a series of theories in teaching and learning. Therefore, classroom teaching assessment should follow the principles of multi-dimension, process, authenticity and development, so as to better serve the improvement of instructional quality. Chinese learning in junior high school is very important for students' development. It not only affects the formation of students' Chinese thoughts, but also plays an important role in the study of other subjects. Teachers can hold writing competitions regularly, exercise Chinese literacy, improve middle school students' Chinese core literacy and give full play to students' initiative in Chinese

learning.

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