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Research on the Implementation Strategy and Path of “Teaching-Learning-Evaluation” Consistency in Junior Middle School Subjects under the Core Literacy

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Abstract: Guided by the core literacy, it is of great significance to study the integration strategy of “teaching-learning-evaluation” in junior middle school English. The purpose of this study is to improve the English learning effectiveness and the core literacy of junior middle school students through three levels of teaching, learning and evaluation. However, some problems and challenges appear in the implementation process. In this regard, teachers need to conduct in-depth research, adopt effective teaching methods, and realize the integration of “teaching-learning-evaluation”, so as to improve the core quality of students and lay a good foundation for their future development.

Keywords: Core literacy; Junior middle school English subject; Teaching evaluation; Implementation strategy

Introduction

With the introduction of the English Curriculum Standards for Compulsory Education (2022 edition), the English teaching in junior middle school has put forward a new goal: to cultivate students’ core qualities. In order to cultivate students’ core qualities, it is necessary to reform the English teaching in junior middle school. Based on the view of “integration of teaching evaluation”, teachers’ teaching, students’ learning and teaching evaluation are organically integrated to build a complete English learning framework, so as to improve the learning experience of junior middle school English and promote the overall development of junior middle school English.

1. Overview of the integration of teaching and evaluation

The integration of teaching evaluation refers to the organic combination of teaching activities and evaluation activities in the teaching process to form a mutually promoting and interdependent whole. This mode emphasizes that evaluation is not only the detection of learning results, but also an important link in the teaching process. It can provide real-time feedback on students’ learning conditions, and guide teachers to correct the educational strategies, so as to improve the teaching effect.

In the integrated mode of teaching evaluation, evaluation is no longer an isolated link, but runs through the whole teaching process. When designing teaching activities, teachers need to consider how to test students’ learning effect through evaluation, understand students’ learning needs, and then adjust the teaching content and methods. The forms of evaluation are also diversified, including but not limited to the traditional written examination, oral examination, homework, experimental report, etc., but also include self-evaluation, peer evaluation, project evaluation, performance evaluation and other forms.

The core of the integration of teaching and evaluation is the feedback. Through timely and efficient information feedback, students can grasp their own progress and deficiencies, and put forward corresponding improvement measures accordingly. Teachers can also understand the teaching effect through feedback, adjust the teaching strategies in time, and optimize the teaching process. This dynamic and interactive process is helpful to improve students’ learning enthusiasm and initiative, and promote students’ all-round development.

In order to realize the integration of teaching evaluation, teachers need to have certain evaluation quality and be able to design scientific and reasonable evaluation tools and methods. At the same time, teachers also need to have the ability of data analysis, to scientifically analyze and interpret the evaluation results, so order to better guide teaching. In addition, teachers also need to have the ability to reflect, to reflect on their own teaching process according to the evaluation results, constantly improve teaching methods and improve teaching quality.

2. The implementation strategy of “teaching-learning-evaluation” consistency in junior middle school subjects under the core literacy

2.1 Build a student-centered teaching model

Under the guidance of the core literacy, teachers should change from the traditional teacher-centered teaching mode to the student-

centered teaching mode. This requires teachers to pay attention to the individual differences of students, respect students' subject status, and stimulate students' interest and initiative in learning. Teachers should design a variety of teaching activities, such as group cooperative learning, project learning, inquiry learning, etc., so that students can acquire knowledge and skills through participation and experience.

Specifically, teachers need to have a deep understanding of the learning background, interests and needs of each student, so as to develop personalized teaching programs. Teachers should encourage students to actively participate in classroom discussions and express their opinions, rather than just passively accepting knowledge. Through group cooperative learning, students can communicate and cooperate with each other in the team to complete tasks together, which not only helps to cultivate their communication skills and teamwork spirit, but also enhances their independent learning ability. Project-based learning allows students to solve problems in practice. By completing specific project tasks, students can combine theoretical knowledge with practice to improve their practical ability and innovative thinking. Inquiry learning encourages students to ask questions, conduct experiments, analyze data, and finally draw conclusions. This learning method can cultivate students' scientific literacy and critical thinking.

In short, under the guidance of core literacy, teachers should change teaching ideas, from the traditional knowledge to students learning guide and facilitator, through diversified teaching activities, stimulate students' interest in learning, cultivate their comprehensive quality, make them become innovative spirit and practical ability of the future useful society.

2.2 Optimize the classroom teaching methods

In order to achieve the consistency of "teaching-learning-evaluation", teachers need to optimize their classroom teaching methods and adopt various modern teaching strategies such as task-driven, situational teaching and flipped classroom. By creating situations close to students' life, design challenging tasks, and guide students to actively think and solve problems. At the same time, teachers should flexibly use multimedia and information technology to enrich teaching resources and improve the interactivity and interest of the classroom.

To be specific, teachers can design some teaching situations closely related to students' daily life, so that students can learn in real or simulated situations. For example, when teaching English, you can simulate a foreign travel situation, and ask the students to conduct dialogue exercises in the simulated airport, hotel, restaurant and other scenes. In this way, students can not only better understand and master the language knowledge, but also improve their practical application ability. In addition, teachers can also use task-driven teaching methods to design some challenging tasks to stimulate students' interest and initiative in learning. For example, in math class, teachers can design some practical problems and ask students to discuss and solve them through group cooperation. In this way, students can not only improve their thinking ability and problem-solving ability, but also cultivate their teamwork spirit. In order to further improve the interactivity and interest of the classroom, teachers can flexibly use multimedia and information technology means. For example, multimedia resources such as PPT, video and animation can be used to make the classroom content more vivid and interesting. At the same time, teachers can also use the online teaching platform to carry out the teaching mode of flipped classroom, so that students can learn independently by watching videos and reading materials before class, and discuss, answer questions and expand activities in class. In this way, students can not only better master the knowledge, but also improve their independent learning ability and critical thinking ability.

2.3 Strengthen the process evaluation

Under the background of the core quality of the current educational reform, the evaluation method should also follow the trend and change from the traditional final evaluation to the process evaluation. In the teaching process, teachers should pay more attention to the specific performance of students in the learning process, rather than just the final test results. Through careful observation, continuous recording and in-depth reflection, teachers can have a comprehensive understanding of students' learning progress, mastery and existing problems. Process evaluation is not only limited to students' academic performance, but also includes a comprehensive evaluation of students' thinking ability, cooperation spirit, innovation consciousness and other qualities. This evaluation method can reflect students' learning status more comprehensively, help teachers adjust teaching strategies in time, and promote students' all-round development of students.

2.4 Carry out activity teaching

English is a very practical subject, which is not separate from the characteristics of the language. Through the English study, students can master and use the language to communicate. In the integrated teaching practice of English teaching evaluation, teachers can not only create rich and colorful classroom situations, but also mobilize students' enthusiasm through various forms of practical activities, so that students can obtain better learning experience.

For example, when learning Unit4whats the best movie theater, guide students on how to use transportation to get somewhere. Teachers can design an "itinerary", asking students to design their own route map and arrange various modes of transportation. By designing such thematic activities, students can integrate English resources, master the practical ability of English, and prepare for their own teach-

ing plans. Activity teaching itself has a strong vitality, which can stimulate the junior high school students' awareness of participation to the greatest extent, and strengthen their participation experience. After the end of the "itinerary plan" activity, the teacher should evaluate the students' academic performance, not only to evaluate the activity process, but also to evaluate the implementation effect, and make the corresponding evaluation plan.

3. Conclusion

To sum up, the implementation of the consistency of "teaching-learning-evaluation" in junior middle schools under the core literacy is a systematic project, which requires the joint efforts of teachers, schools and all aspects of society. Through continuous exploration and practice, we believe that the junior middle school subject teaching will pay more attention to the cultivation of students' core literacy, and lay a solid foundation for students' lifelong development.

References

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