

Core Competency-Oriented Evaluation Research on Large-Unit Teaching in Primary School Chinese Language

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Abstract: With the continuous deepening of the new curriculum reform, large-unit teaching in primary school Chinese language has begun to orient towards cultivating students' core competencies. It requires teaching to be integrated with the content of large-unit teaching in primary school Chinese language, optimizing and integrating the large-unit structure, and actively exploring diversified strategies for large-unit teaching in primary school Chinese language. Based on the concept of core competencies, this paper explores evaluation objectives and content, constructs an evaluation framework for primary school Chinese language teaching, and guides students to develop abilities such as critical thinking and transfer and application in curriculum learning activities.

Keywords: Core competencies; Primary school Chinese language; Large unit; Teaching evaluation

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1. Overview of Large-Unit Teaching

The promulgation of the Compulsory Education Chinese Curriculum Standards (2022 Edition) focuses the objectives of primary school Chinese language courses on the cultivation of core competencies^[1]. As an innovative educational concept and teaching mode in the context of the new curriculum reform, large-unit teaching is an important pathway for implementing the cultivation of subject core competencies. After the emergence of large-unit teaching, its connotation has been continuously enriched and has received attention and research from many scholars and educators, forming a complete system.

Cui Yunhuo believes that large-unit teaching is based on textbooks and basic student situations, taking the unit as the teaching unit, refining unit teaching themes, creating learning situations related to real life, setting up large tasks related to situations, and guiding students to complete learning through a comprehensive learning activity^[2]. On this basis, the basic steps of large-unit teaching can be further summarized: clarifying the basis for large-unit teaching, creating large-unit teaching situations, and implementing large-unit teaching evaluation, which together constitute a complete system of large-unit teaching and contribute to the cultivation of students' core competencies^[3].

2. Formulating Evaluation Objectives Based on Primary School Chinese Core Competencies and Academic Quality Standards

The overall objectives of the Compulsory Education Chinese Curriculum Standards (2022 Edition) are formulated around the core competencies of the Chinese curriculum. This chapter takes the sixth unit of the third grade (upper) textbook of primary school Chinese language as an example. The teaching objectives of this unit position the learning content from three dimensions: curriculum objectives, curriculum content, and academic quality, providing a basis for clarifying "what to teach," "how to teach," and "to what extent to teach." See Table 1.

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Table 1. Division of Evaluation Objectives for Primary School Chinese Language Teaching from the Perspective of Core Competencies

"Expression and Communication"	"Academic Quality"	"Task Group for Literary Reading and Creative Expression"
Write clearly about the content that you find novel, interesting, or most impressive.	Enjoys written expression, observes the world around, and is able to clearly write about content that they find interesting or impressive.	Try to express one's love for nature and cherishment for life in literary language.
Try to utilize the language materials you have accumulated in your daily life, especially those words that are fresh and novel, in your writing exercises.	Able to depict images using words that represent the characteristics of things, describe imagined objects and scenes with accumulated language materials, especially words that evoke emotions, willing to share insights with others, pay attention to fresh and novel phrases, and consciously apply them in verbal and written expressions.	
Attempt to revise sentences and phrases with obvious errors in your writing. Correctly use punctuation marks such as colons and quotation marks according to the needs of expression.	"Able to correctly use punctuation marks such as periods, colons, exclamation marks, and question marks according to the needs of expression."	

Large-unit teaching is based on primary school Chinese language textbook texts, integrates teaching elements around a certain knowledge point, and effectively stimulates students' strong interest in learning through lively and interesting situation creation or step-by-step task-driven strategies^[4]. Table 1 serves as the cornerstone of the core competency-oriented evaluation system for primary school Chinese language, clearly and systematically dividing the dimensions of evaluation, mainly covering three core areas: "Expression and Communication," "Academic Quality," and "Literature Reading and Creative Expression Task Group." In the dimension of "Expression and Communication," the emphasis is on evaluating whether students can use language and writing to communicate effectively, as well as their oral and written expression abilities in specific situations; "Academic Quality" is a comprehensive assessment of students' mastery of basic Chinese language knowledge, reading comprehension, critical thinking, and other comprehensive competencies; as for the "Literature Reading and Creative Expression Task Group," it focuses on students' abilities to appreciate, analyze, and creatively express literary works, encouraging them to gain wisdom from reading classics and showcase their individuality in creative writing.

3. Formulating Evaluation Content Based on Primary School Chinese Core Competencies and Teaching Content

Table 2. Content Description of Primary School Chinese Core Competencies

Primary School Chinese Core Competencies	Content Description
Cultural Confidence	Students are required to master the characters that need to be recognized and written in this unit, recite or memorize poem excerpts, let students read the text with emotion, immerse themselves in the situation, feel the rich ideas in the text, be able to use their imagination to experience the artistic conception of poetry, and feel the beauty of the scenery of the motherland.
Language Use	Let students combine reading and writing to awaken their life experience, accumulate and process life materials, let students use their imagination, apply the learned methods, write and revise imaginative compositions.

Thinking Ability	Let students use information channels such as libraries and the internet to try to collect, organize, and conduct exploratory reading of materials. Understand the characteristics and benefits of parallel sentences and master the use of semicolons.
Aesthetic Creation	Let students extend from the classroom to extracurricular activities, expand reading materials, create expression spaces, let Chinese language go to life, use imagination when writing, write the key parts in more detail. By accumulating words and phrases, cultivate students' sentiments and stimulate their love for the beautiful scenery of nature, especially for life in western China and rural areas.

(1) Cultural confidence dimension

The 2022 curriculum standards state that "cultural confidence refers to students' identification with Chinese culture and their firm belief in the vitality of Chinese culture. Through Chinese language learning, they love the national common language and Chinese culture, inherit and promote excellent traditional Chinese culture, revolutionary culture, and socialist advanced culture, pay attention to and participate in contemporary cultural life, have a preliminary understanding and borrow from the outstanding achievements of human civilization, and have a relatively broad cultural vision and certain cultural heritage." The evaluation of cultural confidence mainly focuses on enhancing national confidence, promoting excellent traditional culture, and improving personal cultural literacy. The evaluation of this part emphasizes whether students can feel the rich ideas in the text and appreciate the beauty of the motherland's scenery through emotional reading^[5]. For example, teachers can deeply explore the cultural elements in textbooks, combine the historical background and students' reality, guide students to taste classic works and feel the charm of culture; they can also strengthen cultural practice experience by organizing students to visit historical museums, libraries, and other places, allowing students to personally experience the profoundness and greatness of Chinese culture.

(2) Language use dimension

The 2022 new curriculum standards state: "Language use refers to students' preliminary development of a good sense of language through active accumulation, combining, and integration in rich language practice; understanding the characteristics and laws of the use of the national common language and forming individual language experience; having the consciousness and ability to correctly and normatively use language and writing to communicate effectively in specific language situations; feeling the rich connotation of language and writing and having a deep feeling for the national common language." The evaluation of language use mainly focuses on vocabulary knowledge, grammar knowledge, cultural knowledge, and rhetorical knowledge. Regarding the above aspects, teachers can provide students with a platform for vivid description through imaginative restoration. Language practice activities can also be set up to emphasize diverse language use.

(3) Thinking ability dimension

The 2022 new curriculum standards state: "Thinking ability refers to students' cognitive performance such as association, imagination, analysis, comparison, induction, and judgment in the process of Chinese language learning, mainly including intuitive thinking, image thinking, logical thinking, dialectical thinking, and creative thinking^[6]. Thinking has certain agility, flexibility, profoundness, originality, and criticalness. Have curiosity, thirst for knowledge, respect for truth, be brave in exploring and innovating, and develop the habit of active thinking." The evaluation of thinking ability mainly focuses on intuitive thinking, image thinking, logical thinking, dialectical thinking, and creative thinking. Teachers should emphasize the development of thinking ability in the process of understanding and using language, while trying to reveal the thinking process implied in the process of language learning and improve thinking ability according to the laws of students' thinking development.

(4) Aesthetic creation dimension

The 2022 edition of the New Curriculum Standards states: "Aesthetic creation refers to students' ability to acquire relatively rich aesthetic experience through perceiving, understanding, appreciating, and evaluating language and literature, possessing preliminary skills to sense beauty, discover beauty, and express and create beauty using language and text; it cultivates refined tastes and fosters healthy aesthetic awareness and correct aesthetic values. The core of aesthetic creation lies in the beauty of words, the beauty of language, and the beauty of literary works. Teachers should follow the general principles of Chinese language teaching, starting with reading, to enable students to feel the power of words and subsequently the power of phrases. It can also be built upon concrete imagery and intellectual capabilities, restoring linguistic symbols to specific contexts to achieve ideological resonance with readers.

4. Framework Design for Evaluation System

(1) Establishment of evaluation objectives

From the perspective of core competencies, the establishment of evaluation objectives should align with the overall goals of primary school Chinese language education, aiming to comprehensively and objectively assess students' learning outcomes and development levels in Chinese language studies. Firstly, evaluation objectives should focus on students' mastery of Chinese language knowledge and skills, including basic skills such as character recognition, handwriting, reading aloud, as well as comprehension and application abilities concerning linguistic elements like rhetorical devices. Evaluating students' performance in these areas can provide insights into their learning progress and proficiency levels, informing subsequent targeted instruction. Secondly, evaluation objectives should emphasize the cultivation of students' innovative capabilities and imagination. Chinese language learning goes beyond imitation and replication; it is more importantly about stimulating students' thinking and aesthetic perception. During the evaluation process, attention needs to be given to students' independent thinking and unique expressions. Additionally, evaluation objectives encompass the cultivation of students' values and emotional attitudes. Chinese language learning is not only the acquisition of artistic knowledge but also a means of emotional expression and value transmission. Students should experience the pleasure of beauty and the joy of language during the learning process, which includes assessments of students' learning interest, attitudes, and cooperative spirit, guiding them to develop positive emotional attitudes and correct values.

(2) Development of evaluation criteria

The development of evaluation criteria is a crucial aspect of ensuring the quality of primary school Chinese language education. It requires developers to thoroughly study and understand the curriculum outline and teaching requirements of primary school Chinese language education, accurately grasp the core knowledge and skills that students should master, and subsequently establish evaluation objectives and content frameworks that are highly consistent with the overall goals of primary school Chinese language education. This process necessitates not only a thorough understanding of the curriculum standards but also deep insights into students' learning needs, cognitive development stages, and personality characteristics.

When developing evaluation criteria, the first step is to conduct in-depth analyses of students' characteristics and needs, encompassing psychological development features, learning preferences, and cognitive ability differences across different age groups. Based on these analyses, a set of differentiated evaluation criteria should be constructed that reflects both universal educational requirements and accommodates individual differences. This implies that for lower-grade students, evaluation criteria may focus more on basic skills such as character recognition and simple sentence construction, whereas for higher-grade students, more

emphasis may be placed on advanced abilities such as deep text comprehension, critical thinking, and creative expression. Simultaneously, the development of evaluation criteria should fully consider students' interests and personalities, encouraging diversified development and ensuring that each student receives fair and comprehensive evaluation under a suitable evaluation scale. For instance, in the dimension of knowledge and skills, indicators can be refined into character recognition rates, handwriting neatness and speed, etc.; in terms of aesthetic ability, students' novelty, depth of creativity, and richness of emotional expression in their works can be assessed. Furthermore, the weighting and grading of each indicator are crucial, determining the quantitative basis of evaluation results and ensuring its fairness and accuracy.

(3) Diversification of evaluation methods

The diversification of evaluation methods aims to comprehensively and objectively assess students' Chinese language learning outcomes and development levels. In addition to traditional process evaluation and final exam evaluation, teachers can also adopt various methods such as self-evaluation, peer evaluation, observation, and oral feedback. During the evaluation process, teachers need to pay attention to students' individual differences and the development of their creativity. Through observation, teachers can better understand students' characteristics and strengths, providing targeted guidance for their personalized development. The diversification of evaluation methods seeks to comprehensively, fairly, and deeply assess students' Chinese language learning effectiveness and development levels. It is not only a consideration of students' knowledge mastery but also a comprehensive review of their learning attitudes, innovation abilities, and overall literacy. This concept emphasizes the diversity and flexibility of evaluation means, aiming to capture and present the diverse aspects of students in Chinese language learning through different dimensions and perspectives.

In implementing diversified evaluation, teachers must always remember to respect students' individual differences and cherish and encourage the development of their creativity. Through meticulous observation and patient guidance, teachers can more accurately grasp students' learning dynamics and tailor growth paths for them, helping each student shine uniquely on the path of Chinese language learning. In summary, the diversification of evaluation methods is not only a comprehensive review of students' Chinese language learning outcomes but also a meticulous planning of their personalized growth paths. It requires teachers to possess high levels of professional literacy and humanistic care, jointly pushing Chinese language education towards a more scientific, efficient, and humane direction.

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