

Exploration of Evaluation Methods of Art Education in Primary School

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Received: 8 January 2023; **Accepted:** 23 February 2023; **Published:** 5 June 2023

Abstract:

Taking the reform of education evaluation as the starting point, to help the high quality development of education, more and more become the consensus of all parties. At the Party's 20th National Congress in 2022, it was clearly stated to "deepen comprehensive reform in the education sector" and "improve the school management and education evaluation system". In this context, how to improve and cultivate students' literacy is extremely important, and art literacy is an indispensable part of them. Primary school is the key stage of deepening education, and it plays a key role in the whole talent cultivation system. The purpose of this study is to construct a referable idea for the standardization and operationalization of the evaluation index of art teaching in primary schools.

Keywords:

Art Evaluation, Current Situation, Solution Path

1. Existing Problems of Art Teaching Evaluation in Primary Schools

In the evaluation of art teaching in primary school, it is urgent to update the teaching evaluation concept, standardize the evaluation process, optimize the evaluation criteria and make full use of the evaluation results, and through multi-dimensional thinking on the evaluation results of art teaching in primary school, promote the improvement of teachers' classroom teaching quality, improve students' learning efficiency, and create a home-school co-education model. At the same time, big data reform of classroom teaching evaluation results is helpful to promote the improvement of classroom teaching quality, improve teachers' classroom teaching ability and enhance students' motivation for independent learning.

1.1. Teacher evaluation is simple

From the perspective of evaluation content, in the past, the measurement of teachers' classroom teaching effect was usually based on the degree of students' mastery of knowledge, and less concerned with students' emotions, attitudes and values. With the concept of student-based education gradually gaining popularity, educators realize that teaching evaluation should not be limited to knowledge level, but should pay attention to all aspects of the evaluation process. At the level of

students and teachers, the quality of classroom teaching is not only measured according to student achievement, but also focuses on the growth of students and the development of teachers. In addition, external factors that can affect classroom teaching, such as teaching environment and teaching facilities, are also included in the evaluation of classroom teaching.

Most of the time, art teachers pay more attention to knowledge and skills, but ignore the performance of students' emotional attitude. For example, students only seek the result of their homework, and they do not care about whether students are really interested in this course or whether they can really have a positive impact on students after attending this class. More attention is paid to the "good or not, like or not" aspects of homework drawing. If teachers ignore the development of students in this aspect, they will not be able to have a positive impact on students' aesthetic quality, and even cause students to gradually lose interest in art. This is an approach of putting the cart before the horse.

1.2. Improper wording of teacher evaluation

With the development of social informatization, students are exposed to more and more complex information, students become more and more rational at an earlier age, and more families choose the only child, which makes today's children more sensitive and delicate. The author has found in teaching practice that there are more students with psychological problems than imagined, and there are even more than one student in a class or a student with multiple psychological problems. In such an environment, a teacher's inappropriate comments may have a negative impact on students. Some students are good at hiding their emotions, heart grievances but do not say, some even to the teacher heart resentment, this is we do not want to see the result.

1.3. Teacher evaluation time is not enough

Due to the lack of art course scheduling, improper course design and other reasons, the evaluation time is not enough is a very common problem. Most teachers only take 5 to 10 minutes to evaluate, and in this way, only the individual outstanding students are evaluated, while the majority of students are ignored. This also aggravated the sentiment that students did not pay attention to art class, after all, everyone will be corrected in the main class homework.

1.4. The evaluation subject is not diverse enough

At present, most of the evaluation methods used by teachers are based on teacher evaluation, and students' self-evaluation and mutual evaluation are supplemented. However, the main body of the evaluation should be more diversified and composed of teachers, students, parents, experts and so on, so as to maximize the positive impact of evaluation.

1.5. The school pays insufficient attention to it

There are fewer art classes arranged every week, and teachers have little contact with students. For students, they are stranger than teachers of the main course, and their attention is not high. The author also has deep experience during the internship, the same experienced teachers, Chinese class hardly need to control the class, all the students are very active, classroom discipline is also very good; Art class, on the other

hand, requires frequent reminders, and discipline doesn't last more than a few minutes after reminders.

2. Implementation Path of Art Teaching Evaluation in Primary Schools

Ralph Taylor, the founder of the field of educational evaluation, defined educational evaluation as “the evaluation process is essentially a process to determine the degree to which courses and teaching plans actually achieve educational objectives”. That is to say, in classroom teaching or the whole teaching process, all the observed teaching behaviors that can be used to evaluate the teaching effect can be understood as the teaching evaluation process. In the process of learning, all the observed learning behaviors that can be used to evaluate the learning effect can be understood as the process of learning evaluation. The cooperation and action of the two can promote the optimization of the whole learning process and further improve the learning efficiency.

2.1. Educational evaluation should not only focus on goals

It is the fundamental purpose of education development to meet the needs of social development for diversified and personalized talents, which is an important basis for training units at all levels to establish guiding ideology and select methods and paths. Therefore, it is an inevitable choice to develop development goals, planning schemes and evaluation criteria that are appropriate to the specific conditions of the evaluation objects. This is determined by the internal logic between the purpose of educational development and the inevitability of method selection.

In the process of the implementation of multiple evaluation activities of primary school art, the innovation of evaluation methods is the core key, and the diversity of evaluation subjects is the key support, so the richness of evaluation content becomes the core driving force. For different students, teachers should adopt different evaluation methods and avoid the limitations brought by unified comparison standards as far as possible. In art teaching activities, teachers should be as diverse as possible in homework design, so as to give full play to students' talents. Every student is a special individual, who has differences in ability type, learning style and personality characteristics, etc. Teachers need to fully consider the development of students when assigning homework, and set targeted homework suitable for students with different learning conditions. The teaching emphasis of students with learning difficulties lies in the foundation, while the teaching emphasis of pupils lies in breaking through themselves.

Under the background of the new curriculum reform, art education should actively improve students' art quality, cultivate students to be good at learning and love learning, let them feel the value and characteristics of art learning, get personalized display, love art, enjoy the process of art learning and creation. Therefore, innovation should also be strengthened in the evaluation of art work. Through evaluation, students can be effectively guided and encouraged, so that students can obtain beautiful experience from the process of art creation and appreciation, and improve their artistic quality.

2.2. Evaluation of multi-subject participation

No matter for teachers or students, when carrying out teaching evaluation, the subject of evaluation must be diversified. On the one hand, self-evaluation can be

carried out. For teachers, self-evaluation of teaching content is a self-reflection on the teaching effect of their own class. Teachers can not only assume the subject of evaluation, but also play the object of evaluation. When making self-evaluation, we can analyze the teaching content of this class more carefully and analyze the shortcomings and advantages in the teaching process of this class. For students, self-evaluation is an important way to improve their learning ability.

It is the fundamental purpose of education development to meet the needs of social development for diversified and personalized talents, which is an important basis for training units at all levels to establish guiding ideology and select methods and paths. Therefore, it is an inevitable choice to develop development goals, planning schemes and evaluation criteria that are appropriate to the specific conditions of the evaluation objects. This is determined by the internal logic between the purpose of educational development and the inevitability of method selection.

Different evaluation subjects carry out evaluation separately according to the evaluation content. A multi-subject evaluation scale is established, including teacher's comment form, student's self-evaluation form, student's mutual evaluation form and expert supervision evaluation form, so as to make the evaluation more intuitive and feasible, and meet the requirements of comprehensive, objective and fair evaluation of students' artistic quality. For example, teachers organize students to carry out objective self-evaluation by various means such as language guidance and evaluation scale, which can enable students to find their own shortcomings in the process of self-reflection and self-examination and promote their independent development. By organizing group testing activities, group evaluation activities and other means, students are guided to objectively evaluate other students, so that they can find scientific inquiry problems between each other in the process of mutual evaluation, and form long-term development of learning concepts in the process of mutual evaluation and correction.

3. Prospect of Art Teaching Evaluation in Primary Schools

In order to make the evaluation system more systematic, schools should cover all aspects of teaching as far as possible when setting evaluation indexes. It is worth noting that the indicators set in different teaching links should be consistent with the final educational purpose. The school should give corresponding rules when setting evaluation indicators, so as to facilitate the evaluators to do quantitative processing of the evaluation results and let other participants intuitively understand the results. Secondly, schools should explain in detail how to carry out practical operation according to the evaluation system in teaching evaluation. For example, how to choose different assessment methods according to different disciplines, and how to operate after selecting methods, etc. Finally, schools should consider multiple factors and set different evaluation standards for teachers, students and subjects. The school should give specific explanation of the evaluation criteria, so as to avoid the deviation of the evaluation results caused by the subjective opinions of the evaluators in the operation.

To construct a perfect evaluation system of science experiment teaching can make experimental teaching have a basis and promote the overall development of experimental courses. The construction of evaluation subject and evaluation content can fully mobilize students' enthusiasm, strengthen students' understanding of experimental knowledge, and acquire more experimental knowledge. Through the

evaluation system, teachers can improve their supervision, timely change the teaching content, reform the classroom effect, innovate the teaching methods and improve the teaching quality. However, a perfect experimental teaching system also needs teachers to invest a lot of time and energy, constantly explore and study the students' experimental course evaluation system, give full play to teachers' "teaching", promote the real students' "learning", so that the experimental teaching evaluation system further development.

Focus on process, diversity and overall evaluation, and take evaluation as the guidance and motivation for students to improve their learning style. The development of art teaching evaluation has gradually become the key to cultivating students' core quality of art from concept to practice. An appropriate and effective design of learning assessment "enables students to explore and generate individualized and diverse understandings from basic concepts". Using evaluation to lead the curriculum reform based on core literacy should become the consensus and breakthrough point of the educational circle, which has its inevitable and positive significance. At the same time, we should also see that the comprehensive and scientific evaluation of education and teaching is a systematic work, which needs to be considered comprehensively and grasp the main contradictions and the main aspects of contradictions. On the basis of strengthening the theoretical research, it is necessary to constantly discover new problems through practice, and make positive progress in the concept, system, mechanism and implementation way of evaluation, so as to promote the steady progress of the quality construction of colleges and universities.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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