

## Research on Evaluation System of Postgraduate English Practice Teaching in the Perspective of Core Literacy

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**Abstract:** The lack of scientific and effective reference targets for postgraduate training is out of touch with the changes in market demand, and it is difficult to adapt to the needs of contemporary social information, globalization and knowledge economy. Improving the quality of graduate education is a prominent problem that needs to be solved urgently. Practical teaching is an effective way to consolidate theoretical knowledge and deepen understanding of theory. For the problems existing in postgraduate English practice teaching, with the core literacy as the guide, the "teaching goal, teaching process, teaching guarantee, teaching method, teaching effect and teaching feedback" are constructed the constitutes about a graduate English practice teaching evaluation system. Through this research, we will serve the reform of postgraduate English teaching and enhance the core literacy and comprehensive ability of graduate students.

### 1. Introduction

The core literacy of students' development refers to the necessary character and key ability of students to adapt to lifelong development and social development. It is a comprehensive expression of students' knowledge, skills, emotions, attitudes and values. Improving the quality of postgraduate education is a prominent problem that needs to be solved urgently. The key issue of quality and specification of postgraduate education has been neglected in the practice of postgraduate education. Leading to the lack of scientific and effective reference targets for postgraduate training, and the disconnection of market demand, it is difficult to adapt to the needs of contemporary social information, globalization and knowledge economy. "China Student Development Core Literacy" provides a basic reference framework for the precise positioning of postgraduate education. Based on this, it can effectively promote the precise, clear, specific and operationalization of graduate training objectives, in order to improve graduate education. Quality provides scientific evaluation indicators.

With the release of new regulations on foreign language education, English education reforms in terms of discipline construction, teacher training, and teaching management have increasingly attracted the attention of the academic community. As a continuation of undergraduate teaching in English majors, postgraduate teaching in English majors has also achieved great development in terms of professional development, curriculum, and academic achievements. Education is not a simple and crude grasp of theoretical knowledge, but focuses on the comprehensive application and in-depth exploration of various professional skills, and attaches importance to cultivating cooperation skills and questioning the scientific spirit of exploration. Practical teaching is an effective way to consolidate theoretical knowledge and deepen understanding of theory, and it is an important link in cultivating high-quality talents with innovative consciousness. Through the research of this subject, the construction of scientific postgraduate English practice teaching evaluation system has positive guiding significance for postgraduate core literacy training and comprehensive ability training.

## 2. Composition of Core Literacy

The core literacy of Chinese students' development is based on the principles of science, time and nationality. It is divided into three aspects: "cultural foundation, independent development and social participation". The comprehensive performance is six basic qualities such as "humanities, scientific spirit, learning to learn, healthy living, responsibility, practice and innovation". Marx has a complete description of "a person with all-round development": the needs of human beings are fully satisfied and developed, the development of human beings is unified with social development, the individuality of human beings is freely developed, and the human labor ability is developing in an all-round way. The cultural foundation emphasizes the acquisition of knowledge and skills in the fields of humanities and sciences; independent development emphasizes the ability to effectively manage their own learning and life; social participation emphasizes the ability to handle the relationship between self and society. For the six core literacy, a brief description is as follows:

(1) Humanistic heritage. Humanistic heritage refers to a deep understanding of Chinese traditional culture and a combination of spiritual motivation and spiritual support that promotes a person's long-term healthy development. The humanistic heritage has a strong era. In today's era, to profoundly grasp the connotation of the core literacy of humanistic heritage, we must combine it with the practice of socialist core values and deal with the problem of foster character and civic virtue. Young students should develop into people with a broad cultural foundation and a higher spiritual pursuit.

(2) Scientific spirit. The scientific spirit refers to the important form of scientific realization of its social and cultural functions. It advocates that scientific understanding comes from practice, and practice is the criterion for testing the truth of scientific understanding and the driving force for understanding development. The scientific spirit specifically includes basic points such as rational thinking, critical questioning, and courage to explore. The courage to explore is to be curious and imaginative, to have a persistent exploration spirit, to be afraid of difficulties and to try boldly, and actively seek effective solutions to problems.

(3) Learning to learn. Learning to learn is a new concept of modern learning. Through learning, gradually mastering knowledge and internalizing knowledge into your own related abilities, you can ask questions and solve problems, and promote relevant knowledge and skills. Learning to learn is a prerequisite for lifelong development and a basic condition for adapting to social development. Especially in the modern society where science and technology and its applications are rapidly developing, without the corresponding ability to learn to learn, it is inevitable to adapt to the fierce changes in society.

(4) Healthy lifestyle. Healthy living is a habitual behavior that is good for health. The healthy life of young students is manifested in the aspects of self-awareness, development of mind and body and planning of life. Young students should develop a healthy lifestyle, correctly understand the meaning of life and the value of life, have a sense of security awareness and self-protection; form a positive psychological quality, develop a self-confident, self-love and tenacious optimistic quality; enhance self-management awareness, clear themselves social responsibility and obligations that should be assumed.

(5) Responsibility. Responsibility refers to the social responsibility of a person as a social subject. Young students are required to correctly analyze and judge the object from the perspective of social participation, clarify their responsibility to themselves, the family and society, and deal with the relationship between self and society by the role of members of society, and improve their own judgment. Emphasis on the combination of theory and practice, especially the practice of cognition and experience accumulation, social practice is the key link and important way of "responsibility" literacy training.

(6) Practice and innovation. Innovative practice is to use various techniques to innovate on the basis of traditional thinking, to innovate methods, and to practice in life. The cultivation of practical innovation ability is not only an important part of the cultivation of talents in universities, but also an urgent need for social development. Practical innovation ability is a special ability to innovate,

and to participate in practical activities to acquire new ideas and apply them to practice, in order to promote problem solving and promote the development of activities.

### 3. Problems in Practical English Teaching for Postgraduates

Through in-depth investigation and research, it is concluded that there are the following problems in postgraduate English practice teaching: First, the practical ability assessment and security system are not perfect. Postgraduate English practice teaching lacks supervision and assessment of the practical course teaching process, resulting in an unsatisfactory effect of the practical course. Students often have a rational and objective recognition of practical courses during their post-graduation work. However, there is no corresponding feedback mechanism to collect these suggestions and make targeted improvements. Second, the standard of practical teaching evaluation is not scientific. Many college graduate English practice teaching evaluations have unclear evaluation indicators, operability is not strong, evaluation standards are not specific, and are out of line with actual production requirements. Because the evaluation criteria are not scientific, the evaluation indicators are ineffective, and the evaluation system should not be fully utilized to diagnose and motivate the quality of practice teaching, which is not in line with the requirements of personnel training. Third, the depth and breadth of the integration of production and education is lacking. At present, the integration of production and education in postgraduate training is limited to the practical teaching and training model for “school-enterprise cooperation”. Practice teaching is mainly based on individual skill training or post-training in the traditional sense. It is difficult to achieve deep integration of professional ability and general ability. Comprehensive quality education and comprehensive vocational ability training have not been truly implemented. The integration of production and education is only traditional school-enterprise cooperation, and does not emphasize the social nature of the industry.

### 4. Construction on Evaluation System of Postgraduate English Practice Teaching in the Perspective of Core Literacy

The postgraduate English practice teaching evaluation system is an overall organic connection composed of various elements of the study of English practice teaching activities. It is necessary to construct a postgraduate English practice teaching evaluation system, and follow the principles of systemic principles, scientific principles, dynamic principles, comparability principles and practical principles, with systematic and solid basic theories, professional knowledge and scientific experimental skills. Ultimately, students are required to meet the training objectives of independent scientific research. The evaluation system of postgraduate English practice teaching under the core literacy perspective constructed by this paper consists of six types of indicators, as shown in Fig. 1.

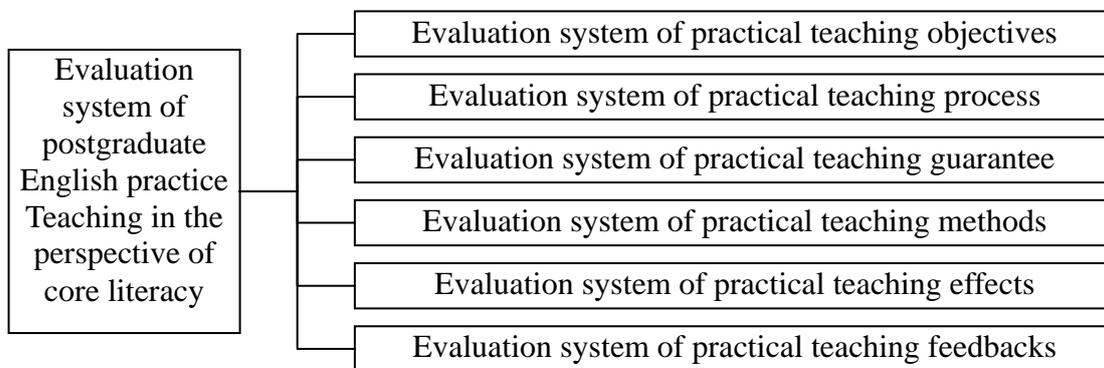


Fig. 1. Composition of evaluation index system

(1) Practice teaching target evaluation system. The teaching goal is a clear statement about what kind of changes will occur in the teaching, and refers to the learning outcomes of the students expected in the teaching activities. The teaching objectives should be matched with the entire talent

training process. In the teaching process, the teaching objectives play an important role. Teaching activities are guided by teaching goals and are always carried out around the realization of teaching objectives. Postgraduate English practice teaching objectives are: Basic English language communication skills; the ability to use English to read and understand professional domain literature; the ability to use written and verbal communication in English; and the ability to use English to solve practical problems in cross-cultural situations. Under the guidance of core literacy perspective, the objective evaluation system for postgraduate English practice teaching should include indicators such as formulation of ideas, goal orientation, construction norms and core literacy.

(2) Practice teaching process evaluation system. Practice teaching management should pay attention to the characteristics of “interactive, cooperative, comprehensive and open” in the practice teaching process. The practice teaching process is the teacher-led, student-study learning process. Completing the practical teaching tasks requires the division of labor between the individual students and between the groups. Practical teaching is the process of students' actual participation, involving knowledge learning, application and in-depth research, involving a wide range of professional knowledge. Teaching process management is an important component of the improvement of teaching quality. The establishment of practical teaching process management system plays a role in improving the teaching quality of practical teaching links. The English practice teaching process emphasizes the use of English language. The evaluation system of postgraduate English practice teaching process in the perspective of core literacy should include indicators such as teaching plan, teaching management, task decomposition and proportion of English use.

(3) Practice teaching guarantees evaluation system. Teaching guarantee is an important condition for organizing and implementing teaching activities, promoting the quality of personnel training and supporting the construction and improvement of the teaching system. As an important part of the internal quality assurance system, the practical teaching quality system plays an important role in the improvement of teaching quality. The strategies for perfecting the practical teaching guarantee system include: policy guidance, perfecting the practice teaching system guarantee system; strengthening training, comprehensively improving teachers' practical teaching ability; establishing standards, continuously improving the practical teaching curriculum system; strengthening evaluation and strengthening the practical teaching process management. English teaching has a special nature. In addition to basic material security, practical teaching is more important for personnel protection. The evaluation system of postgraduate English practice teaching process under the core literacy perspective should include indicators such as teacher protection, funding guarantee, management guarantee and environmental protection.

(4) Practical teaching method evaluation system. The combination of classroom teaching and practical teaching effectively stimulates students' enthusiasm, improves English application ability and communication ability, and enhances the interest of learning. Practice is an important way to test the effect of teaching. English practice teaching methods should be more diversified: verify practical lessons, cultivate students' ability to use words such as “listening, speaking, reading, writing and translating”; practice discussion class and cultivate students' expression language , ability to find data, analyze problems, solve problems and innovative thinking; practice demonstration classes, develop students' ability to form integrated knowledge, and comprehensive use of language; skills practice classes, develop students' ability to explore and innovate, lay the foundation for scientific research . The evaluation system of postgraduate English practice teaching methods under the core literacy perspective should include indicators such as the advanced nature, applicability, diversity and simplicity of the method.

(5) Practice teaching evaluation system. The teaching results are different from the teaching results. The teaching results are generally based on quantitative standards, and the teaching results are based on qualitative standards. To achieve the teaching effect, two tasks need to be done: First, the teacher delivers the teaching content to the student in a complete and focused manner, and obtains the student's reaction; secondly, the student acquires a full acquisition experience in a good

state and internalized in the heart. The evaluation of teaching effect is based on the three dimensions of knowledge and skills, process and method, and emotional attitude, and evaluates the input of students and the achievement of teaching goals. The effect of English teaching mainly reflects students' use of English language and intercultural communication ability. The effect of English teaching mainly reflects students' use of English language and intercultural communication ability. The evaluation system of postgraduate English practice teaching effectiveness in the perspective of core literacy should include graduate employment rate, certificate acquisition rate, employer evaluation, third-party evaluation and student self-evaluation.

(6) Practice teaching feedback evaluation system. According to the feedback control principle, each link and each element of the system are related to each other, and any changes in any link or element will cause other links or elements to change and form feedback control. In order to accurately evaluate the quality of teaching in practical teaching, it is necessary to analyze the impact of basic factors and the impact of dynamic indicators. The feedback evaluation system for postgraduate English practice teaching in the perspective of core literacy should include three aspects: First, feedback evaluation of the teaching process, emphasizing instantaneity, and finding problems in time. Second, feedback on teaching results is mainly focused on feedback on the overall effect of practical teaching. Third, feedback from employers is used to feedback problems discovered by employers.

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