Classroom Teaching Analysis of Chinese Maker Education in Senior High School based on Formative Evaluation

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Abstract: Due to the deep integration of "Internet plus education", the teaching forms of digital classroom are becoming more and more abundant. However, in the process of technology embedded teaching, the discussion about technology alienation and technology paradox is becoming more and more intense.Therefore, it is difficult to conduct formative evaluation on each student.The core educational concept of maker education is to cultivate students' creativity, imagination and hands-on ability through practice. In order to give full play to the positive guiding role of digital technology, it is necessary to conduct scientific evaluation of classroom teaching. Formative evaluation focuses on the evaluation of the whole process of students' learning. Through feedback, it can play a role of supervision and guidance for students and teachers.

Keywords: Maker education; Language internet; Formative evaluation

The deep application of maker education model in senior high school Chinese classroom can stimulate students' creativity and imagination. In the Chinese classroom dominated by Maker Education, teachers establish a two-way interactive and positive thinking classroom culture, set clear learning objectives and track the overall progress of each student in achieving the objectives, repeatedly test the reliability and validity of formative evaluation through different personality of students, and use different methods to guide students to interpret the learning objectives in depth, Give positive evaluation to students' classroom performance and actively encourage students to actively participate in the learning process.

1. Main restrictive factors in students' learning practice

In the process of the organization and application of maker education, many teachers just made and improved a batch of teaching courseware compatible with the digital classroom, and standardized and guided students in the formative evaluation through the maker education model. The use of maker education mode to organize teaching, although helpful to formative evaluation, can not include pre-class preparation, classroom teaching and after-class review and other teaching processes, nor can it achieve timely feedback and provide detailed evaluation data.

1.1 The "forced response" in class restricts students' learning practice

Classroom question and answer is a common method in high school Chinese teaching. In traditional Chinese teaching, teachers are used to asking questions on their own initiative, and students are often "forced to answer".Although "classroom Q&A" facilitates language communication between teachers and students to a certain extent, the language knowledge conveyed by "forced response" is often misinterpreted when it is transmitted to students. Classroom Q&A with a "mandatory" nature only transmits language knowledge to students, but cannot guide students to accurately grasp and skillfully use these language knowledge. Students unconsciously become passive recipients of language knowledge.Without language practice, students will not be able to consolidate and use the mainstream social language they master, and will gradually form a vicious circle of "can't understand -- can't learn -- can't use".

1.2 Single teaching evaluation restricts students' learning practice

The purpose of high school Chinese teaching is to help students form correct values and guide students to master and skillfully use the mainstream social language. The current evaluation system of Chinese teaching in senior high school places the main task of Chinese teaching on the Chinese subject and on the Chinese teachers, which leads to the multiple tasks of

guiding students to master the mainstream social language, learning the basic knowledge of Chinese, forming the mainstream communication means, improving Chinese literacy, and conducting ideological and political thematic education. Teachers cannot integrate these teaching tasks into their own teaching design and classroom teaching, and students cannot accurately grasp the basic language knowledge in the Chinese classroom.Quantitative evaluation can simply and quickly evaluate students' development, But it can't cultivate students' innovative ability in the information classroom.

2. Advantages of Maker Education Mode in Chinese Teaching in Senior Middle School

Chinese teaching in senior high school pays attention to the application and dissemination of mainstream social languages, while the Maker Education Model adheres to the educational concept of openness, innovation, individuality and sharing, and pays attention to the innovation of language communication media and communication methods. The high school Chinese teaching and maker education model is the relationship between purpose and method, and the relationship between content and form. They complement and integrate each other, opening up a broader space for Chinese teaching and language practice, and forming the value creation process of "communication -- innovation -- application" in Chinese teaching.

2.1 Enrich Chinese teaching content and enhance students' imagination

The maker education model does not directly deliver language knowledge to students, but provides a more diversified and efficient way for knowledge transmission through the "Internet plus Education" technology, making every student a carrier of language knowledge. When teachers teach Chinese, there is no longer a one-way communication between teachers and students of "imparting and receiving".With the help of high-quality teaching resources of "Internet plus Education", we organized textbook plays, debate contests, theme class meetings, speech contests, voice over animations, sitcoms, etc., which greatly enriched the classroom interaction between teachers and students. The Chinese teaching classroom with Maker education mode makes teachers no longer the monopolist of Chinese knowledge, but the leader of interactive classroom.

2.2 Stimulate students' desire to express and enhance their initiative in language practice

Maker education mode provides many convenience for students to carry out language practice. The intuition of language knowledge is an important factor to stimulate students to learn language. Students can understand, construct and apply the language knowledge learned in the Chinese classroom through online learning, video interaction, scene simulation and other ways, combined with their own learning experience. The vivid and intuitive multimedia images, interesting flash animations, personalized music, and distinctive educational software not only stimulate students' imagination, but also create a relaxed and pleasant classroom atmosphere and enhance students' desire for language expression.

3. The specific application of maker education model in senior high school Chinese teaching

With the deep integration of "Internet plus education", the application of maker education model is changing the traditional education concepts and methods, and also laying a good foundation for the organization and feedback of formative assessment. In recent years, many schools have set up Maker Education courses and Maker Education spaces. The Chinese teaching in senior high school under the Maker education mode can make the educational resources more informative, make the teaching activities more extensive, and enrich the teaching practice, which is conducive to promoting the comprehensive development of students and promoting the reform of Chinese teaching in senior high school.

3.1 Design and practice school-based curriculum, and reasonably match the main teaching materials and auxiliary teaching materials

"Curriculum creation" is the essence of maker education, which gathers basic elements such as textbook knowledge, activity projects, life situations, and network resources.The school-based curriculum of language practice is not the exclusive curriculum of a certain discipline, let alone the task curriculum of teachers of a certain discipline, but a "maker project" that integrates curriculum knowledge and language practice.On the basis of fully understanding students' interests and hobbies, teachers should guide them to set up project teams, carry out clear division of labor, give full play to their respective strengths, and jointly complete project tasks. For example, when explaining the text "Bridge of Hometown", the teacher can design the project task of "the most beautiful tour guide", and ask students to form a project team according to their interests and specialties, and introduce "Bridge of Hometown" in detail as a tour guide.

3.2 Improve the application ability of information technology of teachers and students and expand the coverage of educational informatization

Although language factor is an invisible educational factor, it plays a vital role in students' learning mainstream social language. For example, students often mispronounce "Lun" in "feather fan and silk scarf" when learning the word "Niannujiao · Chibi Nostalgia". Although students can imagine the image of Zhou Yu as gentle and intelligent, they can't understand the subtlety of the author's language in portraying the image of Zhou Yu. This seemingly inaccurate pronunciation actually contains students' language expression impulse. While respecting such pronunciation errors, teachers should try to help students find accurate pronunciation methods in the "project" practice. For example, when teachers demonstrate vocal cord vibration, lung airflow movement and oral airflow resonance through 3D animation, they need to encourage students to practice phonation according to the breathing law and airflow strength, and guide them to guide each other.

4. Conclusion

Maker education is an integral part of professional education, and Chinese teaching in senior high school also needs professional educational models and methods. Formative evaluation can help students clarify learning priorities, improve learning plans, help teachers judge students' cognitive difficulties, help students find ways to solve problems, and cultivate students' divergent thinking and application and operation ability. The maker education model in the context of "Internet plus education" needs to take "enhancing students' practical ability" as the goal, create an interactive learning classroom through the online education platform, which is based on mutual discussion and construction, mutual teaching and learning, and open sharing, broaden students' learning space, expand knowledge application channels, and play a normative and guiding role in guiding students' learning and promoting academic development.

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