

The Path of Student Analysis of Primary And Secondary School Class Activities Pointing Towards Educating People

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Abstract: To fully realize the possibility of educating people, class activities must be based on the overall analysis of students. Students should adhere to the neutral position analysis, the node analysis of the nearest development zone, the data-driven analysis of the growth trend, the differentiation analysis focusing on individuals, the concrete analysis pointing to specific activities and the daily normalization analysis.

Keywords: Class activity; Student analyse

Reading students is the logical starting point of all educational and teaching behaviors. Both the life style of students in daily classes and the growth style of them in daily modern classes are the common basis for understanding students. We should avoid understanding them from either adult or groundless perspectives. Instead, we should strive to build a new one on the basis of universal rules, so as to provide a foundation for better promotion of educational practice. Class activities in primary and secondary schools pointing towards educating people must be based on student analysis.

1. Analysis on Standpoint: Fact-based Judgment of Neutral Orientation

The essence of the so-called analysis on standpoint lies in what kind of foundation students should analyze on, what kind of value orientation they should have, and what kind of attitude they should hold. What we need to think twice is whether the standpoints of teachers are based on the needs of activity promotion, teachers' personal subjective knowledge, experience knowledge, or students' own development facts. At present, the analysis of students in many educational and teaching activities is often based on teachers' judgment based on their experiences, which is the basis of what teachers take for granted, rather than the real developmental facts of students. Student analysis is not the starting point of the design of education and teaching activities, but the selective analysis of students by teachers according to their own activity design needs, which is more reflected in teachers' subjective assumptions as well as their empty and extensive analysis. It should be clear that teachers should be able to distinguish what is "fact" and what is "opinion" in the process of student analysis. Facts refer to "I see..." and "I hear...", while opinions refer to "I think..." and "I feel...". Facts are based on descriptions while opinions are based on judgments. The analysis we are talking about should be a prudent "hypothetical judgment" based on "facts".

2. Analysis on Stage: Grasp The Zone of Proximal Development for Students' Growth

The process of human growth is complex, plastic, irreversible and pluralistic, which causes the complexity of education. Therefore, it is difficult for us to provide a technical index to evaluate students from a completely scientific dimension. For this reason, it is impossible to provide a factory, standardized and streamlined training model and path for the growth of students. At the same time, we should not fall into the nihilism of student development. What we should uphold is that although we can't pursue the ultimate perfection, we can trace the law of development possibilities to a certain extent. This is the core of education and teaching activities research, and also the basis of pursuing connotation education and teaching activities.

Analysis on stage of students is to grasp their development in a holistic and systematic way. People's psychological development, moral development, skill development and thinking development all have certain regularity. The development focus of students is different at different stages of time. Therefore, education and teaching activities need to design corresponding activities according to the law of students' physical and mental development, which is also the logical starting point for the

design and development of education and teaching activities. These existing scientific studies show that human development is characterized by stages, so the design and implementation of education and teaching activities often require a comprehensive judgment based on the law of human development, the internal logic of knowledge, the logic of practical development, and the law of organizational development. From the perspective of students' daily life, the first grade emphasizes the awakening of students' individual self-consciousness, the second grade emphasizes peer communication, the third grade emphasizes team building, the fourth grade emphasizes informal communication, and the fifth and sixth grades emphasize gender communication, which are also presuppositions based on the development nodes of human communication relations. The purpose of stage analysis is to make activity design systematic, holistic and curricular.

3. Analysis on Data: Use Data to Show The Growth Trend of Students

Many teachers rely on empirical knowledge or general judgment when analyzing students. In practice, few teachers can accurately understand the situation of students, such as the class myopia rate, the distribution law of class students' height and other explicit data, not to mention the in-depth personality characteristics, thinking development characteristics, family education characteristics and other accurate data.

Empirical analysis is normal and effective for students' growth analysis, but experience is often biased and unreliable. The so-called data analysis is to use data to show the growth trend of students, so as to more accurately and effectively grasp the development level of students and provide support for effective decision-making in education and teaching activities.

Data analysis is a quantitative analysis of students' overall growth trend or a certain growth trend based on evidence awareness and data thinking, which is related to information collection, data conversion, data evaluation, data analysis and data judgment. Of course, the previous article has also made it clear that the development of students is complex and dynamic, which is difficult to be fully represented by data, but to a certain extent, data can be used to reflect the growth and change of individuals at a certain stage, or the growth trend of groups at a certain stage or a certain side. Data analysis should not stay at a shallow level. For example, the analysis of students' sex ratio and myopia rate should be combined with specific education and teaching activities to explore the specific growth characteristics of students. To perform data analysis, we can use some specific methods to extract data.

The first is questionnaire survey. A questionnaire is designed to understand the development level and experience basis of students in a certain aspect. If we want to understand the cognitive differences of the election of the class committee, we can learn about the students' experience and ideas through a questionnaire survey, which provides a design basis for the election of the class committee. The advantage of questionnaire survey method lies in its wide range and contents.

The second is the interview method. A structured or unstructured interview activity is designed for a certain topic to understand students' cognitive level. For example, by interviewing students about the concept of "citizen", we can understand the basis of students' cognition of "citizen", so as to design targeted learning activities for the construction of the concept of "citizen". The advantage of the interview method is that it is in-depth, specific and more targeted.

The third is the test method. Students' particular skill, thinking or cognitive level can be tested through standardized and scientific test paper, which helps to identify their specific level of development. To know the level of students' learning anxiety, the anxiety test can be used on students to get their accurate anxiety situation, and analyze the specific aspects and causes, which provides a foundation for targeted activity design.

Data analysis is quantitative analysis, not qualitative analysis. Quantitative analysis is more likely to capture the overall and group characteristics or some general rules while qualitative analysis focuses on in-depth analysis of individual cases, each with its own focus and advantages.

4. Analysis on Differences: Focus on The Differences in Students' Growth

Each person is also very different due to various differences in their upbringing, environmental and educational. Education is a process of individual socialization and social individuation, the different starting points of individuals in education that make it necessary to create rich and varied practices in educational practice to facilitate the appropriate growth of different individuals. The previous description of stage analysis is intended to focus on the group characteristics in the overall sense. Differentiated analysis is about focusing on the differences that students already have and are likely to develop in order to access differentiated resources.

First, pay attention to the differences of individual talents of students. The theory of multiple intelligences has shown that the development of human intelligence is biased, and different people have different intelligence advantages. In promoting different types

of theme activities, teachers should be good at discovering the intelligence differences of different students. Teachers should not only give play to the intelligence advantages of some students, but also design and promote the development of the weak intelligence of some students, so as to enrich the development resources and possibilities of students. The performance differences of boys and girls in different learning types and activity types are also part of the differentiation analysis.

Secondly, focus on the differences in students' life experiences which are the starting point for the design and implementation of classroom activities. Different students have different daily life experiences. The considering of students' daily life experiences should not be limited in essence to students' class life experiences, but should also include aspects of school life, family life, and community life experiences. For example, in the gratitude theme education activities, for the fact that students' participation in housework, different students' participation, experience and perception of housework are extremely different. The effectiveness of the activity is compromised if the teacher simply asks for a general housekeeping requirement without access to resources for students who already have experience of housekeeping.

Third, pay attention to the differences in students' social development needs. Teachers should be fully aware that students' future development is not determined solely by their talents, but also by their family, social environment and the education they receive. In terms of environment, the influence of the sea and mountains on students is different. Just as urban and rural students have different developmental bases, visions and developmental needs, when a classroom group is made up of students who have grown up in different environments, how to make them co-exist necessarily involves differences in the selection of resources and the practice of activities. Different families have different expectations for students' growth, and not all of them will choose according to students' nature.

The core of differentiated analysis takes students' growth as the main point to find out the different nurturing resources and development possibilities among the students of their class, so as to make class activities closer to students' daily life and also better promote students' growth and enhance the effectiveness of thematic class activities.

5. Concrete Analysis: Analysis of Student Growth in Specific Topics

The analysis on differences discusses the proper requirements for student analysis in class activities, while the specific analysis discusses the level requirements for student analysis in class activities. The specific analysis focuses on the accurate judgment of the growth trend of students in a certain theme in the specific class activity practice. At the same time, it is also an important basis for deriving the objectives of class activities, which not only ensures the accuracy of the objectives, but also provides a basis for judging the achievement of the objectives. Some current practical basis of concrete analysis is derived from some generalized, empty and non-specific analysis, which is often conducted for student analysis itself and has no internal logical connection with the class activities to be carried out. Or the relationship between them is weak rather than strong. In order to realize the strong correlation of student analysis, it is necessary to carry out specific analysis. It is necessary to make specific judgments and growth possibility analysis on the growth trend of students based on a specific class activity around the key experience of the daily life of the class.

The first is the basic analysis of student growth based on a specific activity theme. The origin of class activities comes from the daily life of the class, which means those class activities are inherently practical. The practical attribute determines that activities should be developed around students' cognition, emotion, will, and behavior. It can also be understood as students' practical skills. In order to achieve this goal, it is necessary to judge what the students' existing development foundation is according to the practical needs of specific activity themes. In order to achieve this goal, it is necessary to judge what the students' existing development foundation is according to the practical needs of specific activity themes. For example, the theme is about the planning of event programs, then it is necessary to know the students' planning ability, design ability, pre-planning ability, etc. It is also necessary to specifically analyze the students' ability levels through tests or observations to judge the starting point of the activity design.

The second is the analysis of students' experience based on a specific activity theme. Experience basis is not equal to ability basis, and experience only determines students' perception of something. Understanding the experience basis of different students on a certain activity theme is helpful to discover their differences, and also helpful to the effectiveness of activity carrier selection. For example, in the activity with the theme of class committee election, some students have served as class leaders, while some students lack such experience. Teachers must pay attention to this difference in activity design to provide students with different levels of experience having the possibility of participation and development.

The third is the analysis of students' growth adaptability based on a specific activity theme. As mentioned above, different

people's intelligence and growth patterns are different, and different students' practical adaptability is also different for different activity themes, which comes not only from the students' temperament, but also from their experience. When it comes to the topic "recall one's sufferings in the old society and contrast them with the happiness in the new", most students, especially the current urban ones, are difficult to perceive effectively, thus the adaptability of such activity is lost. But it is not absolute. Teachers need to make specific analysis and think about how to express the current suffering and happiness to students. And how should teachers characterize this topic for those who have different perceptions of suffering and happiness.

The essence of concrete analysis is to strengthen the pertinence and directionality of education and teaching activities, improve the effectiveness of class activities, and achieve better service for students' development.

6. Normalized Analysis: Students Should Work Hard in Daily Analysis

Accurate and full understanding of students is the core foundation of education and teaching activities. Whether it is "individualized teaching", "personalized learning" or "precision teaching", the theory and practice of education and teaching activities are based on the analysis of students. The student analysis in the design and implementation of education and teaching activities not only depends on the current and scattered analysis, but also depends on the experience of students' growth. This experience is formed based on teachers' long-term education and teaching activities. This includes an awareness of the universal developmental characteristics of students in long-term interactions with them, such as an awareness of the developmental characteristics of only children. There is also the awareness of the sustained development of the same group of students, such as the awareness of the learning styles and learning characteristics of a class. What's more, there are cognitive judgments about individual student, such as the perception of a particular student's peer relationship status.

In fact, in the practice of specific education and teaching activities, teachers' analysis on students' growth is inevitably one-sided and directional based on specific practical needs. At the same time, if all educational and teaching activities need to be analyzed deeply, it is inevitable that they are inefficient and lack of energy. Therefore, teachers rely more on the normal analysis of students' growth state in real practice. Such analysis is dynamic, developmental, routine and empirical, which requires teachers to establish an all-round development file for students to improve the effectiveness and sustainability of student analysis. That is, student analysis in the practice perspective should focus on the routine, in teachers' normal observation of students, and in every moment of student-teacher interaction. These are facts, but they are hidden. All the secrets of education and teaching activities are based on the unlimited love and in-depth understanding of students.

Teachers can extract students' growth information through some specific methods. For example, by establishing a growth portfolio for students, key events and information in the growth of students can be gained through participatory observation and form an observation record sheet, so that the growth law of students in a time category can be learned. For another example, the multi-perspective interview method would allow to strengthen the knowledge of the students' stages of development. Home visits by classroom teachers, daily interactions with parents, interviews with subject teachers, interviews with peers of the analyzed subjects and interviews with the analyzed subjects themselves form a multidimensional and permanent understanding of the students. Many of these practices are being done by teachers, and the core is to form portfolios or development observation forms and so on in order to achieve consistent information extraction, information analysis, information judgment as well as information decision-making.

Teachers can capture information on a regular basis by using class logs and other methods. For example, class logs allow different students to record key events, key feelings, and key evaluations among themselves, their peers, or the class community, which helps create a record in detail of their growth in the class. Through the structured analysis of the class logs, class teachers or subject teachers can understand the growth status of students in a certain aspect of the class.

Such methods or tools of analysis varies, requiring teachers to choose the right one for their practice in relation to the actual situation, the core of which lies in the analysis itself.

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