

# *Analysis of the Status Quo of Kindergarten Teachers' Daily Teaching Evaluation Behavior*

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**Abstract:** Daily teaching evaluation behavior occurs in a day's activity in kindergarten, and kindergarten teachers make instant value judgments on children's behavior through verbal or nonverbal means. This study adopts observation and interview methods. Through the observation of the daily teaching evaluation behavior of kindergarten teachers, it reveals from several dimensions such as positive evaluation and negative evaluation, verbal evaluation and non-verbal evaluation, the gender of the evaluation object, and the emotional input of evaluation. The status quo of the daily teaching evaluation behavior of kindergarten teachers analyzed the existing problems and proposed improvement strategies.

## 1. Introduction

The “Guidelines for Kindergarten (Trial)” pointed out that educational evaluation is an important part of the education of kindergartens. It is a necessary means to understand the suitability and effectiveness of education, adjust and improve work, promote the development of every child, and improve the quality of education.<sup>[1]</sup> Daily teaching evaluation refers to the immediate value judgments made by teachers on children's performance through verbal or nonverbal behaviors in a day's activities in kindergartens<sup>[2]</sup>. Daily teaching evaluation has informality, subjectivity, timeliness, authenticity, etc. This kind of evaluation focuses on the children themselves, so the evaluation is more targeted.

## 2. Analysis of the Status Quo of Daily Teaching Evaluation Behavior of Kindergarten Teachers

In this study, the daily teaching evaluation behavior of kindergarten teachers is first divided into two dimensions: positive and negative. Then, observe the teacher's evaluation behavior of children from five aspects: verbal and non-verbal, specific and general, boys and girls, learning behaviors and non-learning behaviors. Secondly, observe from the four dimensions of emotional input of evaluation behavior, close and long distance, individual or collective, private or public. Then observe the children's response to the teacher's evaluation behavior, which is divided into the response to the positive evaluation and the response to the negative evaluation. Among them, the response to affirmative evaluation includes five types: joy, positivity, applause, inspiration, and raising hands. The response to negative evaluation includes five types: frustration, cessation, anger,

aggression, and should not.

## 2.1 Negative Evaluation Behavior is More Than Positive Evaluation Behavior

In this research, affirmative evaluation behavior refers to the kindergarten teacher's verbal or non-verbal form of recognition and approval of the behavior of the children. For example, praise the child verbally or nod to the child with a smile. Negative evaluation behavior means that kindergarten teachers use verbal or non-verbal forms to express opposition or disgust to children's behavior, such as criticizing children with words or expressing opposition to children's behavior with expressions.

*Table 1 Daily Teaching Evaluation Affirmative/Negative, Verbal/Nonverbal, Statistics*

(times/hour)

	affirmative	negative	percentage
Verbal	7	11	64%
nonverbal	4	6	36%
percentage	39%	61%	

It can be seen from Table 1 that in the daily teaching evaluation behaviors of kindergarten teachers, the proportion of positive evaluation behaviors of kindergarten teachers is only 39%, which is much smaller than the proportion of negative evaluation behaviors. Among them, negative speech evaluation is the most, reaching 11 times per hour. Followed by affirmative verbal evaluation, 7 times per hour. Negative non-verbal evaluation afterwards, 6 times per hour. Affirmative speech evaluation is the least, only 4 times per hour.

## 2.2 Verbal Evaluation Behaviors Are More Than Non-Verbal Evaluation Behaviors

In this study, the verbal evaluation behavior refers to the preschool teachers' evaluation of the children's behavior by verbal expressions, such as the preschool teachers' evaluation of the children "you are awesome", "you performed very well today" and so on. Non-verbal evaluation refers to the kindergarten teacher's evaluation of children's behavior by means of body movements or expressions, such as the kindergarten teacher touching the baby's head or a smile to express affirmation of the baby.<sup>[3]</sup>

*Table 2 Verbal and Non-Verbal Statistics of Daily Teaching Evaluation of Kindergarten Teachers*

(times/hour)

	affirmative	negative	percentage
Verbal	7	11	64%
non-verbal	4	6	36%
percentage	39%	61%	

It can be seen from Table 1 that in the daily teaching evaluation behavior of kindergarten teachers, the proportion of teachers' verbal evaluation is 64%, far exceeding non-verbal evaluation. Among them, negative verbal evaluation behaviors are the most, reaching 11 times per hour. The number of occurrences of positive verbal evaluation and negative non-verbal evaluation is not much different, and the final affirmative non-verbal evaluation is only 4 times per hour.

## 2.3 There Are More General Evaluation Behaviors Than Specific Evaluation Behaviors

In this research, specific evaluation behavior refers to the pertinence of kindergarten teachers' evaluation of children, specific to a certain aspect, for example, a certain place is doing well or not.

General Evaluation of Behavior Kindergarten teachers do not specify the evaluation of children, but simply make a general judgment on the results of children's behavior, such as praising children for their performance today but not specifying which aspects they did well.

*Table 2 Daily Teaching Evaluation Specific/General Statistics*

(times/hour)			
Evaluation language characteristics	affirmative	negative	percentage
Specific evaluation	4	6	36%
General evaluation	7	11	64%
percentage	39%	61%	

It can be seen from Table 2 that in the daily teaching evaluation behavior of kindergarten teachers, the proportion of teachers' general evaluation behavior is as high as 64%, while the specific evaluation behavior is only 36%. The most negative general evaluation behaviors are 11 times per hour. Followed by positive general evaluation behavior, negative specific evaluation behavior, positive specific evaluation behavior.

#### 2.4 The Evaluation Behavior of Boys is More Than That of Girls

According to the sex of children, the behaviors evaluated by kindergarten teachers are divided into evaluation behaviors of boys and evaluation behaviors of girls.

*Table 3 Statistics of Gender Characteristics of Evaluation Objects*

(Times\Hour)			
gender	affirmative	negative	percentage
Boys	5	10	54%
Girls	6	7	46%
percentage	39%	61%	

It can be seen from Table 3 that in the daily teaching evaluation behaviors of kindergarten teachers, teachers evaluate boys more than girls. Among them, the negative evaluations of boys are the most, followed by negative evaluations of girls, positive evaluations of girls, and positive evaluations of boys. This may be due to the fact that boys are more naughty than girls, and teachers have intentionally or unintentionally strengthened girls' quietness, causing girls to be more reserved. In addition, teachers sometimes pay attention to the face of girls, so they give fewer negative comments to girls than boys. If a girl is too naughty in kindergarten, the teacher will blame her for not being a girl. As for boys, whether it is works in activities or disciplinary issues, they are often criticized by the teacher by name.

#### 2.5 The Evaluation of Non-Learning Behavior is More Than Evaluation of Learning Behavior

In this research, the evaluation of learning behaviors means that kindergarten teachers evaluate children's behaviors for the needs of teaching. For example, teachers praise children for their awesome handwork or criticize children for not drawing seriously. The evaluation of non-learning behaviors means that kindergarten teachers' evaluation of children's behavior has nothing to do with the teaching goals. For example, teachers commented that children dressed very beautifully today.

*Table 4 Statistics of Learning Behavior and Non-Learning Behavior in Daily Teaching Evaluation*

	affirmative	negative	percentage
learning behavior	7	6	46%
non-learning behavior	4	11	54%

percentage	39%	61%	
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It can be seen from Table 4 that in the daily teaching evaluation behavior of kindergarten teachers, the teacher's evaluation of non-learning behavior is 54%, which is more than the evaluation of learning behavior. Among them, the most negative non-learning evaluation behaviors reached 11 times per hour. The rest are positive learning behaviors, negative learning behaviors, and positive non-learning behaviors. From this we can see that most teachers' evaluations of young children focus on maintaining discipline. In kindergartens we often see kindergarten teachers criticizing children for not observing discipline.

### **3. Suggestions for Improving the Daily Teaching Evaluation Behavior of Kindergarten Teachers**

#### **3.1 The Management Department Strengthens Training on Teaching Evaluation of Kindergarten Teachers**

Kindergartens should regularly organize preschool teachers to conduct training on daily teaching evaluation, and improve preschool teachers' theoretical understanding of daily teaching evaluation by inviting experts to give lectures, organizing preschool teachers to study out, and seminars in the kindergarten. Only by integrating theory with practice can we better improve the ability to use daily teaching evaluation, and then better play the role of daily teaching evaluation.

#### **3.2 Provide a Good External Environment for Teachers' Evaluation Behavior**

On the one hand, we must reasonably control the number of people in each class. Too many classes will affect the energy of preschool teachers, and then affect the emotional input of preschool teachers' daily teaching evaluation, and as a result, affect the understanding of children's self-concept. Therefore, controlling the class size can provide sufficient time and space for preschool teachers to better carry out daily teaching evaluation activities, thereby improving the effect of evaluation. On the other hand, improve the evaluation mechanism of kindergarten teachers, and use a variety of evaluation methods to measure the work of kindergarten teachers. The combination of quantitative evaluation and qualitative evaluation focuses on promoting the overall development of children and the professional development of preschool teachers.

#### **3.3 Establish a Correct View of Evaluation**

What kind of concept will lead to corresponding educational behavior. Therefore, kindergarten teachers must learn through a variety of ways to establish a correct view of children's evaluation<sup>[4]</sup>. One is to establish a correct view of evaluation purpose. We must treat young children with a developmental perspective, evaluate young children, and make evaluation a tool to promote young children's progress. The second is to have a correct view of evaluation content and establish a comprehensive view of evaluation content. The content of evaluation should include comprehensive evaluation including cognition, emotion, and sociality, and not limited to the cultivation of rule awareness. The third is to establish a correct evaluation object view, face all children, and care for every child. Overcome evaluation prejudice, evaluate children from an objective perspective, reduce unfair evaluation behaviors, and provide an equal evaluation environment for every child.

#### **3.4 Master the Correct Evaluation Methods and Actively Conduct Evaluation and Reflection**

Kindergarten teachers should also master the correct evaluation methods. Learn to evaluate

theoretical knowledge and apply it in teaching, combine with practice to continuously improve one's own evaluation level, reflect on one's own evaluation behavior, and improve one's own evaluation behavior.

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