

# *Problems and Countermeasures in the Evaluation of Kindergarten Education*

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**Abstract:** In the process of kindergarten education evaluation, teachers should use scientific and reasonable methods in accordance with the established teaching requirements and teaching standards to objectively and reasonably evaluate the performance of young children, and provide an important reference for future teaching. However, in the current evaluation process of kindergarten education, there are many problems that directly affect the quality of kindergarten teaching. Therefore, this paper first analyzes the problems existing in the evaluation process of kindergarten education, and then proposes corresponding solutions according to the actual situation, providing reference and help for the current kindergarten education evaluation, and meeting the requirements of the current kindergarten teaching reform.

## **1. Introduction**

According to the requirements of the "Guidelines for the Guidance of Kindergarten Education (Trial)", education evaluation is an important part of the current kindergarten education work. It can help teachers understand the suitability and effectiveness of education, adjust and improve existing work to promote the development of young children is conducive to improving the teaching level of kindergartens. Good education evaluation, improve teachers' comprehensive quality, promote children's physical and mental development, realize the scientific management of kindergartens, and promote the sustainable development of kindergartens. However, from the current situation of kindergarten development, there is a misplacement in the evaluation of education evaluation, and there is chaos in teaching practice, which directly affects the quality of kindergarten teaching evaluation. Therefore, this paper first analyzes the role and characteristics of teaching evaluation, and then combines the work practice of kindergarten teaching to analyze and discuss how to do a good job in kindergarten teaching evaluation.

## **2. Content of kindergarten education evaluation**

Educational evaluation means that teachers use the methods of collation, collection and statistics to analyze teaching information and data according to certain teaching concepts and values, and objectively and reasonably evaluate the whole educational activities and results of kindergartens. From the evaluation target, it is possible to evaluate individuals as well as collective or group. In the process of kindergarten education evaluation, it mainly includes activity objectives, domain content,

activity procedures, methods and means, environmental materials and evaluation of activity effects. Through scientific and reasonable evaluation, teachers can help teachers discover problems in the teaching process and find new methods and new ways of teaching. In the actual evaluation process, teachers can use observation, interview, analysis and other methods to objectively and reasonably evaluate young children, thus providing an important reference for future teaching. Kindergarten education activities are activities involving teachers and young children. On the whole, they are characterized by dynamics, contingency and latentness. As a result, the evaluation forms of kindergarten education activities are complex and diverse. Teachers cannot be rigid. The simple evaluation method, based on the specific teaching situation, adopts flexible and diverse evaluation methods to meet the new requirements of kindergarten teaching reform.

Teaching evaluation is an important part of the overall work of the kindergarten, including the evaluation of young children, the evaluation of teachers and the evaluation of teaching activities. Under normal circumstances, the main body of evaluation of kindergarten education activities includes leaders, teachers, children and parents. In order to ensure the quality of evaluation, the principle of teacher evaluation should be adopted, and the principle that other subjects participate in evaluation together. Through the evaluation of kindergarten education activities, teachers can be assured to reflect, ensure the smooth progress of various educational activities, improve the modernization and standardization of kindergarten management, and promote the healthy operation and development of kindergartens.

### **3. Problems in the evaluation of kindergarten education**

Kindergarten education evaluation is mainly to promote the healthy development of young children. However, in the actual evaluation process, there are problems of quick success and instant benefit, the evaluation criteria of teaching activities are not perfect, the evaluation of early childhood development is unreasonable, the evaluation of results is emphasized, and the process evaluation is neglected.

#### **3.1. The unreasonable purpose of the evaluation**

In the current evaluation process of kindergarten education, many teachers have tried many aspects of the evaluation of educational activities, such as observation method, display method, and record book for children's growth. However, influenced by the traditional educational concept, there are some misplaced problems in the evaluation of daily educational activities, ignoring the evaluation of children's potential, and many contradictions and problems have arisen. For example, in the daily classroom evaluation process, teachers focus on the results, neglect the evaluation of the teaching process, lack of examination of teachers' teaching concepts and teaching emotions, and affect the actual evaluation results. In the process of evaluating the effectiveness of young children, some teachers only evaluate the discussion, games, operations, etc., but fundamentally, the children still study in strict accordance with the requirements of the teachers, and do not give full play to the main role of the children. In the process of language evaluation, some teachers' evaluation goals are not clear, and the spoken words of "baby awesome" are often used. There is no targeted evaluation of a specific action of children.

#### **3.2. The imperfect evaluation criteria**

From the current teaching situation, teachers believe that teaching evaluation is very important, but in the actual evaluation process, there is still subjectivity. Teachers should pay attention to the application value of educational evaluation. From the evaluation process, they constantly discover

problems, analyze problems, solve problems, and choose reasonable evaluation ways and methods. In the process of teaching evaluation, some kindergarten teachers stayed at the screening and selection level, unilaterally pursued the growth of knowledge and the presentation of results, neglected the diversity of children's development process, the evaluation criteria were unreasonable, and no objective and reasonable evaluation of young children. From the perspective of evaluation indicators, it lacks scientificity, does not scientifically and rationally evaluate the evaluation, and only regards evaluation as a teaching task, which directly reduces the pertinence and effectiveness of evaluation. It is difficult to find out the essential content of the evaluation process. Need to further change the evaluation feedback function.

### **3.3. The simple evaluation method**

In the process of evaluating kindergarten education, it is necessary to participate in multiple ways and conduct diversified evaluation methods. Teachers are required to start from the basic situation of young children, listen to opinions from different parties, and improve the objective effectiveness of evaluation. However, in the current evaluation process of early childhood education, the main focus is on teachers, and the method of summative evaluation is adopted, which ignores the role of children and parents. For the time being, some kindergartens have established parent committees, but they cannot fully play their important role and directly affect the effectiveness of actual evaluation. In the process of evaluation of early childhood education, there is a lack of parental involvement, lack of interactivity in the performance of young children in kindergartens, and the lack of effective understanding of the performance of their children in kindergartens, so that they cannot provide reliable opinions and suggestions. . In addition, the teacher has absolute right to speak in the process of conducting child assessment, and there is a certain subjectivity, which cannot objectively and reasonably evaluate the performance of young children.

## **4. Evaluation measures for kindergarten education**

In order to do a good job in kindergarten education evaluation, teachers should formulate a sound management evaluation mechanism based on actual conditions, rigorously evaluate standards, and establish a reasonable evaluation scale based on actual conditions to ensure objective and reasonable evaluation of children, so as to meet the current kindergarten teaching reform requirements.

### **4.1. Multiple intelligence evaluation methods**

American educational psychologist gade put forward the theory of multiple intelligences, which believes that there are multiple kinds of intelligence in individuals, including speech-language intelligence, music-rhythm intelligence, logic-mathematical intelligence, vision-space intelligence, body-movement sense of intelligence, self-knowledge - self-examination of intelligence, communication - exchange of intelligence and natural intelligence. According to the theory of multiple intelligences, each child's ability combination is essentially different, and it is not easy to sort or classify the quantity. Through education, it is necessary to help children discover and cultivate their own intellectual superiority, and to build a group of intelligence through strengths to achieve comprehensive development. In the process of specific multi-intelligence evaluation, teachers should pay attention to the future development of children and cultivate children's multi-faceted interests. In order to improve the effectiveness of the evaluation, teachers should create a real teaching situation and make a reasonable evaluation of the child's specific activities. At the same time, teachers should follow the specific role of life, let the children truly participate in the

formal world activities, and introduce the social role to make an objective and reasonable evaluation of the children. Diversification can only evaluate the evaluation of developmental education, which is mainly analyzed from the perspective of goals and functions. The purpose of evaluation is to serve children and promote the development of children, teachers and curriculum.

#### 4.2. Improve the teaching evaluation procedures for kindergartens

First, ensure that the teaching ideas and context are clear. The teaching idea is the thread and main line of the teacher's teaching activities. It is designed according to the characteristics of children's physical and mental development and knowledge ability, and can reflect the degree of classroom teaching arrangement. This requires teachers to reasonably design the questioning link, the operation link, etc., to clarify the teaching ideas, to meet the teaching practice, to stimulate the children's learning interest, to meet the needs of young children. In the design of teaching ideas, we must maintain innovation, inject fresh content into the classroom, adhere to the principle of being easy to difficult, from shallow to deep, and proceed step by step to ensure the teaching work. Second, the teaching design ideas should meet the requirements of actual teaching operations. In the process of designing teaching ideas, teachers need to preset work, truly understand the needs of different children, timely deal with the problems encountered by children in learning and life, change the previous teaching methods, improve the pertinence and effectiveness of teaching, and adapt The current requirements for teaching evaluation reform. Third, in the evaluation method, it is necessary to teach with methods, combined with the changes in the actual teaching content, adopt the corresponding solutions, and do a good job in tailoring and flexible use. Teachers can't stick to the current teaching situation. Teachers should choose reasonable teaching methods and improve the artistic quality of teaching. In order to ensure the quality of the evaluation, according to the experience of other scholars, the following is the design of the kindergarten evaluation scale:

Table 1 Kindergarten Classroom Teaching Activity Evaluation Scale (1)

Name		Kindergarten			
Subject		Teaching class			
Evaluation content	Evaluation requirements	Rating level			
		A	B	C	D
Teaching objectives(20%)	Promote the overall development of young children and develop good study habits.	1	2	3	4
	Clarify specific goals so that young children know what to learn and how to learn.	1	2	3	4
	Inspire children's inner learning motivation and curiosity.				
	Teaching should be in line with the child's physical and mental development and be close to the actual life of the child.				
Teaching process(40%)	Combine teaching objectives, set up reasonable teaching scenarios, organize effective learning activities in the classroom, and arrange classroom time reasonably.				
	It can stimulate the initiative of children's learning, actively participate in classroom teaching, provide time for children to think and practice, enrich				

	children's knowledge and enhance their learning ability.				
	In the process of teaching all children, it is necessary to pay attention to the differences of individual children.				
	Teaching should be instructive and targeted and easy to operate.				
	Teachers should choose scientific and reasonable teaching methods according to the actual teaching content, highlight the key points of teaching, and play the main role of young children.				
Basic quality of teachers(20%)	The teaching posture is natural and amiable.				
	The language is lively and infectious, and it can be understood by young children.				
	Have good communication skills and solve problems encountered in teaching.				
Teaching effect(20%)	It can stimulate children's learning enthusiasm, have good emotions in the classroom, and increase the interaction between teachers and students.				
	It can enhance the ability of young children to achieve the established teaching goals.				
Overview					

Evaluator:

year month day

### 4.3. Establish a sound kindergarten evaluation mechanism

In the process of teaching evaluation in kindergartens, teachers should combine the specific performance of children in kindergartens, analyze the relationship between different evaluation factors, strengthen communication and communication with parents of children, enrich evaluation criteria, and improve evaluation content through multiple orientations evaluation, establish a sound educational evaluation mechanism. In order to improve the objective and impartiality of evaluation, teachers must ensure the standardization of the evaluation process. First, the teacher should clearly identify the evaluation object, the evaluation content and the evaluation basis, and then combine the actual teaching situation, take the corresponding information, combine the specific teaching objectives, connect with the actual life of the young children, stimulate the potential factors in the teaching materials; let the children master Correct subject knowledge and development and integration of teaching resources. Second, through a variety of teaching activities, control the teaching process, create a good teaching atmosphere, and increase the interaction between teachers and students. Teachers can use teaching tools reasonably, combine practical teaching content, use appropriate, and play the role of teaching aids. Third, the child can be comprehensively and reasonably evaluated based on the feedback from the parents. Teachers should regularly contact parents to analyze the performance of young children in kindergartens and families, so as to improve the scientific and targeted evaluation and promote the healthy growth of young children. Thirdly, from the perspective of teaching effect, children can acquire knowledge, stimulate the initiative of children to participate, have certain problem-solving ability, and promote the

development of children's emotions, attitudes and values. As shown in the following table:

Table 2 Kindergarten Teaching Evaluation Scale (2)

A indicator	B indicator	C evaluation index	Ratio	Score	Remarks
Teaching design	Teaching objectives	In line with the rules of early childhood development; formulate practical teaching objectives, cognitive goals, ability goals, and emotional goals.			
	Teaching content	Can highlight the teaching focus, the teaching content is hierarchical, can connect with the actual life of the young children, stimulate the potential factors in the teaching materials; enable the young children to master the correct subject knowledge, and do a good job in the development and integration of teaching resources.			
Teaching implementation	Teaching process	Create a good teaching atmosphere and increase the interaction between teachers and students.			
	Teaching methods	Guide children to actively cooperate and learn, enrich children's activities of inquiry and discussion, and improve children's practical ability and creativity. It can combine the actual situation of young children, optimize teaching methods, enrich teaching resources, and realize teaching in accordance with their aptitude.			
	Infant activities	Inspire young children to participate in the initiative and help them develop the habit of self-learning. Let all the children in the class participate in the teaching activities and create more opportunities for cooperation, inquiry and communication. Establish a good learning atmosphere to keep children happy.			
	Teacher qualifications	Teachers must have good coordination, resilience and objective evaluation skills, which can improve traditional teaching methods and maintain a unique teaching style. In the classroom, the ideas are accurate and clear, the language is vivid, the content is contagious, and the manners are generous, and a harmonious teacher-student relationship can be established.			
	Parent feedback	Parents and teachers often keep in touch to achieve mutual information exchange and interaction; teachers can make a comprehensive and reasonable evaluation of children according to the information feedback from parents.			
Teaching Tools	The use of teaching aids	Can use the teaching tools reasonably, combine the actual teaching content, use appropriate, and play the role of teaching aids.			
Teaching effect	Three-dimensional goal	Let young children gain knowledge, stimulate the initiative of children's participation, have certain problem-solving ability, and promote the development of children's emotions, attitudes and values.			

## 5. Conclusion

In summary, in the process of evaluation of early childhood education, teachers should abandon the traditional evaluation methods, constantly sum up experience, adopt multiple intelligent evaluation methods, improve the teaching evaluation procedures of kindergartens, and establish a sound evaluation mechanism to enhance the pertinence and effectiveness of evaluation, so as to meet the requirements of the current kindergarten teaching reform.

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