

# **A Study on the Cultivation and Evaluation of the Educational Ability of Primary Education Majors in Universities in Ethnic Areas**

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**Abstract:** With the development of the times and social changes, the role of teachers is constantly changing in the teaching process. In ethnic areas, economically underdeveloped areas and remote and backward areas, the complexity of roles is a challenge for teachers. Students in ethnic areas are relatively simple compared with those in cities, but there are some problems in their minds. We should communicate with them more, reduce their psychological burden, put down their psychological burdens and concentrate on their studies. Starting from discussing the characteristics of cultivating students' educational ability of primary education majors in universities in ethnic areas, this paper focuses on the contents and evaluation system of cultivating students' educational ability of primary education majors.

## **1. Introduction**

With the rapid development of economy, the requirements for education and education ability in ethnic areas are getting higher and higher. With the accelerating process of popular higher education, a large number of young masters and doctors who have learned something have joined the ranks of university teachers [1]. The concept of educational evaluation refers to the general guiding ideology that runs through educational evaluation activities. It is put forward on the basis of summarizing the functions and characteristics of educational evaluation and embodies people's expectations for educational evaluation. The practical ability of primary education in universities in ethnic minority areas can be summarized as the ability of students to solve practical problems in primary education and teaching by using their own professional theoretical knowledge.

Primary school is a key stage for a person to receive education, and their education at this stage will directly affect their subsequent development. As the key reserve force of future primary school teachers, the students majoring in primary education in universities in ethnic minority areas have a very important educational ability [2]. Therefore, in order to improve students' professional practical ability and lay a foundation for their future primary education and teaching, primary education majors in universities in ethnic areas should attach importance to and undertake the important mission of cultivating students' practical ability.

## **2. Characteristics of cultivating students' educational ability of primary education majors in universities in ethnic minority areas**

With the development of the times and social changes, the role of teachers is constantly changing in the teaching process. The role transformation from students to teachers, although individual differences vary, takes some time to adapt to it, which is actually the process of young teachers accumulating teaching experience [3]. In ethnic areas, economically underdeveloped areas and remote and backward areas, the complexity of roles is a challenge for teachers. The students there are relatively simple compared with those in the city, but there are some problems in their hearts. We should communicate with them more, reduce their psychological burden, put down their psychological burden and concentrate on their studies.

As a primary school teacher who shoulders the heavy responsibility of cultivating innovative talents in the future, he must have innovative qualities, that is, he must have innovative consciousness, spirit or desire and innovative ability, which complement each other and are indispensable, and at the same time promote and restrict each other [4]. Vigorously promote the universal application of information technology in the teaching process, promote the integration of information technology and subject courses, gradually realize the changes in the presentation of teaching content, students' learning methods, teachers' teaching methods and teacher-student interaction methods, give full play to the advantages of information technology, and provide a colorful educational environment and powerful learning tools for students' learning and development.

### 3. The content of cultivating students' educational ability in primary education

With the rapid development of economy, the requirements for education and education ability in ethnic areas are getting higher and higher. The educational ability of students majoring in primary education in universities in ethnic minority areas largely determines the teaching quality of a school and directly affects the development of education in ethnic minority areas. The content of cultivating the educational ability of students majoring in primary education is shown in Figure 1:

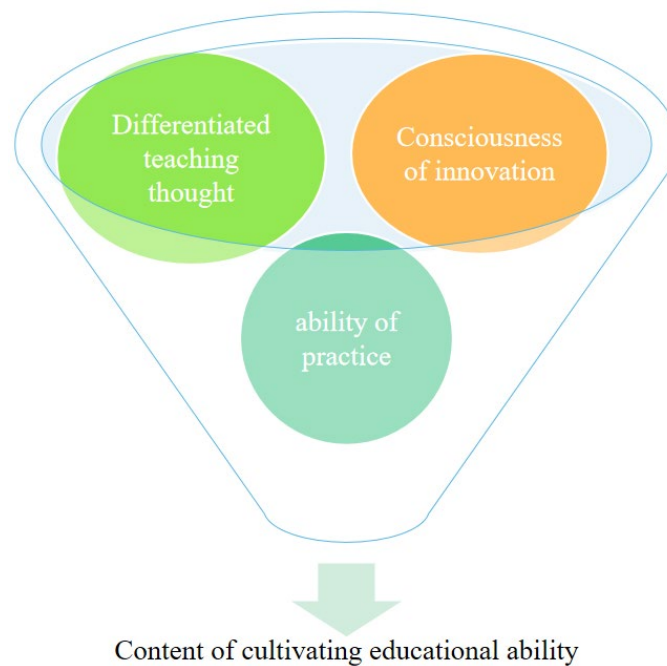


Figure 1 The content of cultivating students' educational ability in primary education

#### 3.1. The cultivation of different teaching ideas

It is inevitable to promote the application of educational informatization and raise people's awareness of educational informatization. It is even more important for students majoring in primary education to change their ideas. We should deeply understand the main position of modern educational technology in education and teaching and the necessity and urgency of its application, and fully understand that the application of modern educational technology is the requirement of modern science and technology and social development for education.

An individual's rejection of any ideological theory and code of conduct is the dominant acceptance of human beings, which is unique to everyone and depends on the specific time and conditions of the individual. Students have the idea of differential teaching, but it does not necessarily lead to the correct behavior of differential teaching. How to make students' differential teaching thoughts and differential teaching behaviors harmonious and unified requires training students and normalizing their differential teaching behaviors [5-6].

Through the analysis of teaching cases, students can find out where and which teaching links

have used different teaching strategies and methods, what strategies and methods have been used and whether they are appropriate. Through the process of theory-practice-theory, students chew and digest the different teaching strategies and methods repeatedly, which is very helpful for students to master the different teaching strategies and methods. Through this link, students directly use the strategies and methods of differential teaching, and at the same time, the theoretical knowledge and methods and strategies of differential teaching are tested, which provides practical support for differential teaching in the future. At the same time, it is also used by the research group to test whether the training mode and method of differentiated education ability are scientifically and appropriately designed and whether they achieve the expected results.

### **3.2. Cultivation of innovative consciousness**

Innovation consciousness is the desire, desire or passion for creation, which is the source of innovation. Innovation ability refers to the necessary psychological characteristics and working ability of innovators to successfully complete an innovation project. Specifically, it refers to the thinking mode, technical route and personal ability level to complete the project in the process of research, which is the key to the success of innovation [7].

In today's information age, science and technology are developing by leaps and bounds, emerging disciplines are constantly emerging, marginal disciplines and interdisciplinary disciplines are mushrooming, and new inventions are emerging one after another. Therefore, in the usual education, we first ask students to "learn to learn", especially to learn inquiry learning and develop the habit of lifelong learning. In the course of course learning, we pay attention to guiding students to read more extracurricular reference books and documents. In the course setting, we pay special attention to setting up. To enable students to choose according to their own characteristics and hobbies, to expand their knowledge as much as possible, and to achieve extensive knowledge, so as to lay the foundation for growing into a new type of primary school teacher with innovative quality and ability in primary school teaching in the future.

### **3.3. Cultivation of practical ability**

Students majoring in primary education in universities in ethnic minority areas will be engaged in primary education in the future, and teaching practice ability is their necessary professional ability [8]. The author believes that teaching practice ability is a social practice activity, and it is the ability of teachers to use what they have learned to teach purposefully. This ability is acquired by students through repeated practice during their study, and can only be gradually improved through constant practice and exercise.

Educational practical ability is an abstract concept, from which we can't know what abilities teachers need to deal with practical problems in the actual situation of education and teaching. The composition analysis of teachers' practical ability can solve this problem well. The ability of educational practice points to the action force with goal orientation. The practical ability of educational technology is the ability of teachers to choose and apply reasonable and effective methods or strategies when dealing with specific problems in educational practice on the basis of psychological practical ability [9]. The practical ability of educational technology is not equal to the practical ability of teaching, because it is the ability to point to the whole situation of education, not just confined to classroom teaching.

According to the requirements of teacher education curriculum reform, the forms of cultivating the practical ability of primary education majors in universities in ethnic areas tend to be diversified. First of all, case teaching method is often used. Students can be purposefully organized to watch the first-line teaching cases in combination with the knowledge points of theoretical teaching, make full use of network resources, and learn more about excellent lessons and excellent teaching plans in primary school classrooms. Secondly, do a good job in simulation teaching. As far as possible, simulate the situation of primary school education and teaching, and teachers can organize students to divide into groups, carry out necessary exchanges and explorations, and put forward areas that need to be improved. Thirdly, make good use of every opportunity of educational internship to carry out educational experience, survey of education and educational investigation. Review the

relationship between curriculum and professional requirements one by one, ensure professional core courses, reduce subject theory courses, increase subject basic courses, constantly develop new characteristic courses and course characteristics, fully open optional courses, practical courses and activity courses of adjacent majors, and offer modular, selective and practical teacher education courses.

#### **4. Constructing the evaluation system of educational ability of students majoring in primary education in universities in ethnic areas**

##### **4.1. Basic principles of evaluation system**

Principle of comprehensiveness. The evaluation index system of the educational ability of the students majoring in primary education in ethnic minority areas is the basis for evaluating the educational ability of the students majoring in primary education in ethnic minority areas. In the screening process of evaluation indicators, all the characteristics that affect the educational ability of students majoring in primary education in universities in ethnic areas should be fully reflected. All indicators must be organically coordinated and interlocked to form a system. It must be non-repetitive, non-contradictory, and can make a reasonable and comprehensive evaluation of the evaluated object.

Scientific principle. The scientific principle refers to taking certain actual conditions as the basis and scientific ideas as the guidance. In the evaluation of primary school teachers' educational ability, we must have an objective, comprehensive and realistic basic attitude and adhere to the scientific principle. Make the evaluation index, evaluation procedure, evaluation method and evaluation goal conform to the principle of education and teaching evaluation.

Developmental principle. The development of primary school teachers' basic quality and professional quality will affect the success or failure of primary school teaching. Students are developing people, teachers are developing people, and society is also developing society. Therefore, the evaluation of teachers' educational ability should reflect the principle of development. Only in this way can it reflect the requirements of the times and promote the development of society.

The principle of combining student types with personality development [10]. School development and students' personality development are interdependent. Therefore, the evaluation of different students should be based on the characteristics of their disciplines, the requirements of their posts and their own personality characteristics, that is, to evaluate students according to specific post standards and actively encourage the development of their personality characteristics. At the same time, we should consider the differences and characteristics of students in different disciplines, and combine qualitative and quantitative methods to make the evaluation as objective and comprehensive as possible.

##### **4.2. Structural framework and main contents of the evaluation system of primary education students' educational ability**

The establishment of evaluation system should be utilitarian. Utilitarianism plays a role in standardizing experimental students and mobilizing their enthusiasm to a certain extent, but questioning whether the evaluation system is fair and objective will easily lead to disharmony and unhealthy atmosphere among students, which is not conducive to the development of experimental students. The evaluation results of primary education students' educational ability are fed back to all departments and links as the basis for professional title evaluation, evaluation and salary promotion. In the process of evaluation, all aspects of evaluation should be reflected to some extent, so that students can understand their own advantages and problems, and also make suggestions and requirements for their improvement and development in time.

As a key factor in the evaluation system, the selection of evaluation system indicators is related to the scientificity and integrity of the whole evaluation system. In addition to the quantitative indicators such as the workload of experimental teaching and the quantity and level of scientific research achievements, non-quantitative aspects such as experimental education ability, attitude and

development potential should also be considered comprehensively. Combining research and practice, we have established an evaluation system for the educational ability of students majoring in primary education, as shown in Figure 2:

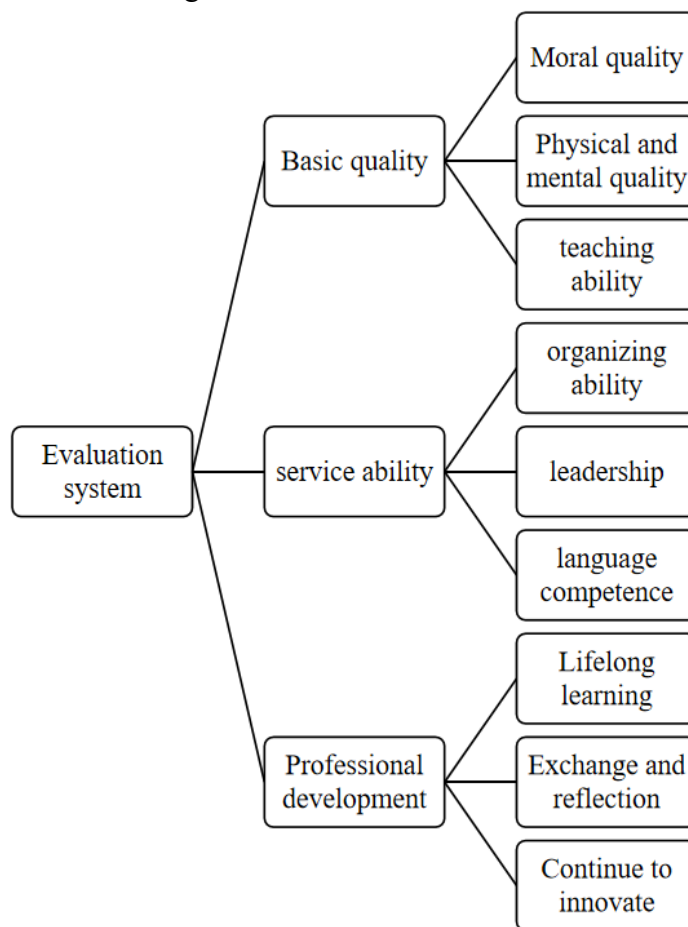


Figure 2 Evaluation system of educational ability of students majoring in primary education

The importance of each index in the evaluation is different, and the respective weighting coefficients are also different. The index weights have been determined in the process of constructing the evaluation system for the educational ability of primary education majors in universities in ethnic minority areas. The evaluation standard for the educational ability of primary education majors in universities in ethnic minority areas adopts the three-level index in the index system as the basis for evaluating the educational ability. The evaluator evaluates the assessed according to the actual situation of students' teaching and gives corresponding scores on each index.

## 5. Conclusions

As the key reserve force of future primary school teachers, the students majoring in primary education in universities in ethnic minority areas have a very important educational ability. As a primary school teacher who shoulders the heavy responsibility of cultivating innovative talents in the future, he must have innovative qualities, that is, he must have innovative consciousness, spirit or desire and innovative ability, which complement each other and are indispensable, and at the same time promote and restrict each other. Students majoring in primary education in universities in ethnic minority areas will be engaged in primary education in the future, and teaching practice ability is their necessary professional ability. Through the use of differential teaching strategies and methods, the theoretical knowledge and methods of differential teaching are also tested, which provides practical support for differential teaching in the future. Constructing the evaluation system of students' educational ability of primary education majors in universities in ethnic minority areas can guide experimental teachers to improve themselves and achieve better results in the later stage

of evaluation.

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