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Construction and optimization of curriculum evaluation system for the Chinese Language and Literature Major in Regional Comprehensive Universities under the production-oriented concept——Research on the practice of teacher education certification standards

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ABSTRACT
The in-depth advancement of certification standards for teacher education programs has put forward new requirements for the quality of talent cultivation in higher education, emphasizing a practice-oriented ability. The major of Chinese language and literature in regional comprehensive universities undertakes the important function of providing Chinese teachers for elementary education. There has been a structural contradiction in the curriculum evaluation system for a long time, which emphasizes imparting knowledge and neglects the cultivation of ability. Traditional evaluation methods rely too much on test scores and paper marking and fail to effectively connect the core competence indicators, such as classroom design and the application of literary literacy required by primary and secondary school Chinese teaching, leading to the extension of the post-adaptation cycle of graduates. This situation has created a significant gap in the "Student-centered, continuous improvement" principle in teacher education certification standards, which restricts the professional development of grass-roots Chinese teachers. Therefore, this study focuses on the convergence mechanism between the production-oriented concept and the teacher education certification standards and explores the innovation path of the curriculum evaluation system. It is expected to construct a closed-loop system of"Ability achievement monitoring-teaching strategy optimization-training quality improvement" to provide a solution for regional colleges and universities to solve the problem of disconnection between talent training and basic education needs.

KEYWORDS
production-oriented; curriculum evaluation system; Chinese language and literature; teacher education certification standards

The"Production-oriented" approach is the core principle of talent cultivation in the certification standard of normal majors, which emphasizes that the curriculum system of colleges and universities should directly connect with the practical needs of basic education. There has long been a structural contradiction in the curriculum evaluation of Chinese Language and Literature programs in regional universities, emphasizing theory over practice. The traditional evaluation model excessively focuses on knowledge memory and exam-taking abilities while severely lacking in observing core professional competencies such as teaching practice and cultural inheritance. This deviation makes it difficult for graduates to adapt quickly to the Chinese teaching scene under the new curriculum standard, especially due to the weak ability of teaching design and classroom implementation. The introduction of the production-oriented concept provides a direction for solving this dilemma. The core lies in the reverse design of curriculum objectives and evaluation mechanisms based on the achievement of Students' abilities[1]. Based on the reality of regional colleges and universities, this study explores the optimization path of curriculum evaluation systems and strives to solve practical problems such as one-sided evaluation dimension, fuzzy practice orientation, and lack of improvement mechanism. It provides a practical reference for cultivating Chinese teachers who meet the needs of the new era.

1 The theoretical basis and application of the production-oriented concept

1.1 The production-oriented concept

The production-oriented concept originates from the Outcome-Based Education model in engineering Education. Its core logic lies in the reverse design of training objectives, curriculum system and evaluation criteria based on the ultimate ability of students. This concept subverts the traditional input thinking of"What teachers teach and students learn" and emphasizes the output orientation of"What society needs and what students should learn"[2]. In educational practice, production-oriented is reflected in the direct connection between the training program and the post ability demand.

1.2 The role of the production-oriented concept in curriculum evaluation

The production-oriented concept reconstructs the functional orientation of curriculum evaluation and upgrades it from a simple learning effect detection tool to a teaching quality improvement engine. The production-oriented requires

the establishment of a closed-loop system of"Ability performance——evaluation criteria——teaching improvement," which is reflected in three aspects: First, the focus of evaluation has shifted from"How much do students remember?" to"What can students accomplish?"——for example, assessing classroom organization skills through simulated teaching videos rather than just testing the mastery of educational theory. The second is to expand the evaluation dimension. In addition to the traditional written examination, introducing the Teaching Design Scheme Review, teaching situation response test, and other practical assessments construct a multi-evaluation system that includes knowledge application, skill operation, and professional quality[3]. The third is to innovate the application of evaluation results and establish an analysis mechanism to achieve curriculum objectives. When the rate of reaching the standard in"Teaching strategy design of ancient poetry and prose" is lower than the set threshold, the teaching program optimization program is automatically triggered to adjust the proportion of case teaching in the course of ancient literature.

1.3 The relationship between production-oriented concept and teacher education certification standards

The three principles of"Student-centered, production-oriented and continuous improvement" in teacher education certification standards form a practical framework that deeply fits the production-oriented concept. The"Graduation requirements support training objectives" and"Curriculum system supports graduation requirements" required by certification standards are essentially the institutionalized expression of the logic of production-oriented"Reverse design . "Specific to the Chinese language and literature major, the indicators of"Subject quality," "Teaching ability," and"Education effectiveness" in teacher education certification standards are the embodiment of"Expected learning outcomes" in the production-oriented concept.

2 Analysis of the current situation of the curriculum evaluation system of Chinese language and literature

2.1 The current situation of curriculum evaluation of Chinese language and literature

There is a structural contradiction between theory and practice in the curriculum evaluation system of the Chinese language and literature major. The existing evaluation methods rely too much on theoretical assessment, and most courses test students' mastery of theoretical knowledge, such as literary history and linguistics, through closed-book examinations. However, the evaluation methods of teaching practice ability are seriously insufficient. The assessment of theoretical courses focuses on knowledge memory, and the practical courses lack effective evaluation methods. It is difficult for students to show their core professional abilities, such as teaching design and classroom management, through the existing evaluation system. The evaluation dimension presents simplification characteristics, and the key literacy of normal university students, such as cultural inheritance consciousness and interdisciplinary integration ability, lacks systematic observation tools.

2.2 The requirements of teacher education certification standards for curriculum evaluation

The standard of teacher education certification requires that the curriculum evaluation system focus on verifying vocational ability and establish a dynamic monitoring mechanism covering the whole training process. The evaluation content must be fully connected with the needs of basic education, and the professional abilities such as teacher of morality practice, teaching implementation and class management must be refined into observable evaluation indicators, which require both theoretical assessment and practical verification. The curriculum evaluation needs to build a complete evidence chain, and each graduation requirement must have the corresponding curriculum objectives, evaluation tools and achievement analysis report to ensure that the teaching objectives and vocational abilities form a direct mapping relationship. The certification standard emphasizes that the evaluation mechanism should have the function of continuous improvement, requires the establishment of a dynamic cycle of"Evaluation——diagnosis——optimization," and reversely optimizes the teaching design through periodic data analysis[4].

3 The construction of a curriculum evaluation system for Chinese language and literature specialty based on the production-oriented concept

3.1 Determination of curriculum objectives and learning outcomes

Under the production-oriented concept, the setting of course objectives should start from the "graduation requirements" in the teacher certification standards and form observable and assessable competencies through

backward design. Firstly, the core requirements of"Teachers code of morality practice," "Teaching ability," and"Educational effectiveness" in the certification standards are decomposed into specific curriculum objectives. For example, given the graduation requirement of"Being able to design a Chinese teaching plan that conforms to the new curriculum standard," the curriculum goal of Chinese curriculum and teaching theory should make clear the detailed ability points such as"Mastering the method of learning situation analysis" and"Skillfully using multiple teaching strategies ."Secondly, we should establish a dynamic adjustment mechanism of goals and regularly investigate the trend of Chinese teaching reform in primary and secondary schools; for example, with the"Whole book reading" into the new curriculum, the corresponding addition of"Classics Guide Reading Activity Design" and other curriculum objectives.

3.2 Optimization of course content and teaching methods

The reconstruction of curriculum content should focus on the goal of ability, break the barriers of disciplines, and establish the " Knowledge-ability " transformation channel. The traditional course of modern Chinese focuses on teaching phonetics and vocabulary theory. After optimization, it is necessary to add practical modules such as"Dialect Identification and Classroom Language Standardization" and"Case Analysis of Incorrect Sentence Modification Teaching" to help students transform linguistic knowledge into error correction guidance ability. The focus of innovative teaching methods is on contextualization and project-based learning. For example, in ancient literature, the teaching of ancient poetry and prose is divided into three task chains: Text Interpretation, learning situation analysis and activity design. Students need to complete the whole process of practice, from literature reading to simulation teaching in groups. The key strategy is to establish a"Learning by doing" model. For example, in "Literary Theory," students are required to use the theory of reception aesthetics to design a survey scheme of middle school students' reading interests, turning abstract theories into actionable teaching and research tools.

3.3 Design of Evaluation Criteria and Assessment Tools

The evaluation criteria need to construct a three-dimensional " Knowledge-skills-literacy " observation system and set up ladder-like evaluation indicators for each dimension. For"Teaching implementation ability," design a rating scale that includes elements such as"Goal relevance," Student engagement," and"Feedback effectiveness," for example, in simulated teaching evaluations, the indicators of"Classroom question design" need to be clear about the specific observation points such as"Clear question level" and"Deep thinking ."The development of assessment tools emphasizes diversification and intelligence. In addition to traditional teaching plan scoring and classroom observation forms, electronic portfolios are introduced to record students' growth trajectories; for example, the teachers are asked to upload a "Teaching reflection log," "Student homework analysis report," and other process materials. The key breakthrough lies in establishing a data-driven improvement mechanism, such as using AI to analyze the high-frequency error types in student teaching designs and generating personalized enhancement suggestions.

4 The optimization path of the curriculum evaluation system of Chinese language and literature

4.1 To enhance the practicality of the production-oriented concept

To enhance the practical value of the production-oriented concept, it is necessary to construct a closed-loop system of "Ability training——result verification——teaching improvement ."Curriculum design should be deeply connected with the actual teaching scene of primary and secondary schools, and real teaching cases should be systematically integrated into professional skills courses to guide students to carry out teaching design training around the needs of basic education. The ability assessment node is set up in stages, the practical transformation link is embedded in the theoretical course, and the knowledge application ability is tested through the teacher-student interaction feedback. The focus is to break through the separation of classroom teaching and practice and build a progressive practical platform of"Simulation on campus and actual combat outside campus." After completing the optimization of the teaching plan on campus, students will enter the cooperative school to carry out real teaching; the front-line teachers of Basic Education and university tutors jointly evaluate their teaching implementation ability to ensure that the evaluation results truly reflect the level of professional quality.

4.2 Dynamic Adjustment of Curriculum Setting and Evaluation Standards

The core of evaluation system optimization is establishing a dynamic "Demand response-curriculum iteration-standard update mechanism."The interdisciplinary curriculum construction committee should be established to regularly track the trend of basic education reform and the data on Graduates' career development and systematically analyze the

shortcomings of talent training quality. Based on the diagnosis results, the course content is reversely adjusted, the special training module is developed for common ability defects, and the related courses' ability compensation training is strengthened. The evaluation criteria are managed in a hierarchical and classified manner, a three-level index system of basic ability, expansion ability and characteristic ability is constructed, and the observation points and promotion paths of each ability level are clarified. Establishing a standard update mechanism with a two-year cycle to maintain the synchronization of the evaluation system with the needs of basic education through continuous iteration, focusing on addressing the issue of evaluation standards lagging teaching reforms.

4.3 Integration and support of teaching resources

Constructing a multi-dimensional resource support system is the basis for effectively operating the evaluation mechanism. The school integrates training facilities and digital platforms, builds an intelligent teacher training center, and accurately locates students' ability defects through data collection and analysis of the teaching process. Schools should establish a resource coordination mechanism with basic education units and build and share dynamic resources such as teaching case database and classroom record database to ensure that curriculum evaluation materials are kept up-to-date with the actual teaching in primary and secondary schools. At the social level, industry resources should be introduced, and evaluation tools should be developed in cooperation with Chinese textbook research and Development Institutions and teaching and research teams to transform basic education's frontier achievements into the practical basis of curriculum evaluation. The integration of resources should focus on the needs of evaluation, transform the teaching files of cooperative schools into curriculum evaluation materials, and achieve a high degree of adaptation between teaching resources and evaluation objectives.

5 Conclusion

The production-oriented curriculum evaluation system constructed in this study effectively solves the problem of the disconnection between the training of Chinese language and literature professionals and the needs of basic education by transforming the teacher education certification standards into operable ability indicators. Practice shows that the dynamic evaluation mechanism with"Ability achievement degree" as the core can accurately diagnose students' shortcomings in teaching design, cultural inheritance and other core literacy, driving the targeted improvement of curriculum content and teaching methods. The evaluation system innovatively couples industry standards, job requirements and teaching reform and upgrades curriculum evaluation from a single knowledge detection tool to a whole process monitoring system for talent training quality. In future practice, it is necessary to continuously strengthen the cross-cycle tracking function of evaluation data, deepen the resource-sharing mechanism of school-local collaboration, and promote the formation of a benign ecology of"Evaluation-driven teaching innovation and teaching feedback evaluation optimization," provide replicable and sustainable solutions for the training of basic education teachers in the new era.

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