

Research on the Evaluation Index System of Regional Cultural Educational Effectiveness in Primary and Secondary Schools

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Abstract: With the development of the times and the progress of education, cultural education has become an important part of contemporary talent training. Especially for regional characteristic culture, constructing an evaluation index system of regional cultural educational effectiveness is conducive to better improving the quality of talent training. This paper will analyze the construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools. By analyzing the value of system construction and combining with the current status of the construction of the cultural educational effectiveness evaluation index system, reasonable suggestions are put forward. The purpose is to give full play to the role of cultural education and promote the continuous improvement of the quality of talent training in primary and secondary schools.

Keywords: Regional Culture; Educational Effectiveness; Evaluation Index System

1. Introduction

The excellent traditional Chinese culture has a long history and is extensive and profound. Regional culture carries the spiritual civilization of a region and is an important part of the excellent traditional Chinese culture. Especially for some endangered ethnic minority cultures, the inheritance and development of such regional culture is of great value for enhancing people's cultural confidence. Constructing an evaluation index system of regional cultural educational effectiveness in primary and secondary school education can strengthen the value of cultural education, give full play to the guiding role of culture in the process of talent training, better improve the quality of cultural education, and promote the improvement of

students' core literacy.

2. The Value of Constructing the Evaluation Index System of Regional Cultural Educational Effectiveness in Primary and Secondary Schools

The construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools is an inevitable requirement for talent training under the background of modern education. On the one hand, constructing the evaluation index system of regional cultural educational effectiveness can better give play to the role of cultural education, enhance students' cultural sense of belonging and pride, and help students form a strong cultural confidence. On the other hand, the construction of the evaluation index system of regional cultural educational effectiveness has promoted the innovation of educational concepts, better practiced the requirements of quality education for talent training, and broken the shackles of talent training under the background of traditional exam-oriented education. This is a phased achievement of the national education reform and an inevitable direction for the development of education in the future. In addition, the construction of the evaluation index system of regional cultural educational effectiveness starts from the overall regional education, promotes education as an overall cause, and can promote the exchange and learning in regional cultural education among primary and secondary schools in different regions. It forms a talent training model with local characteristics and promotes the fair and high-quality development of education, which is a cause that benefits the present and will be remembered for centuries^[1].

3. The Current Status of the Construction of the Evaluation Index System of Regional Cultural Educational Effectiveness in

Primary and Secondary Schools

With the deepening development of quality education, primary and secondary school education has gradually transformed from traditional exam-oriented education to quality education. Both the concept of talent training and teaching methods are constantly updated and iterated, which better meets the requirements of education reform and the different learning needs of contemporary students. The construction of the evaluation index system of regional cultural educational effectiveness has better emphasized the function of cultural education, making teachers and students fully aware of the importance of cultural education. It is necessary to implement the policies of cultural education in accordance with the requirements of the evaluation index system of regional cultural educational effectiveness and strive to cultivate students' cultural confidence. However, with the development of the times and the summary of educational practice experience, the deficiencies in the evaluation index system of regional cultural educational effectiveness have gradually emerged. On the one hand, some schools have insufficient depth in excavating regional culture, resulting in the waste of regional characteristic cultural resources. They have not constructed corresponding courses according to regional characteristic culture, and the integration of regional culture only stays on the surface, failing to fully show the unique charm and educational value of regional culture. On the other hand, the evaluation index system of regional cultural educational effectiveness lacks pertinence and scientificity, which is quite different from the actual learning situation of students. The selection of indicators is difficult to fully reflect and measure the actual effect of regional cultural education. In addition, due to the unbalanced development of education in different regions, there is a lack of exchange and learning in the construction of evaluation index systems among schools in different regions, making it difficult to form educational achievements with local characteristics and wide influence^[2].

4.The Construction Path of the Evaluation Index System of Regional Cultural Educational Effectiveness in Primary and Secondary Schools

4.1 Based on Local Characteristic Culture and Highlighting Cultural Guidance

In order to better give play to the role of cultural education, the construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools should be based on local characteristic culture, highlight cultural guidance, create characteristic regional cultural courses, and pass on the essence of regional culture to students. Different regions should deeply excavate local characteristic cultural resources, design corresponding cultural courses according to the characteristic cultural resources, infiltrate the essence of regional culture into daily teaching, encourage teachers to integrate regional cultural elements into classroom teaching, innovate teaching methods to stimulate students' learning interest, and make regional culture truly an important resource for education. Taking the southeast coastal area of China as an example, the Hakka culture in this area has a history of thousands of years and is still prevalent in this part of the region. For the teaching of primary and secondary schools in this region, teachers can integrate Hakka culture into daily courses. By telling the stories of Hakka migration to interpret Hakka poems, students can feel the tenacity and wisdom of Hakka culture. Introduce the architectural characteristics and historical background of Hakka enclosed houses to let students understand the family concept and defensive awareness of the Hakka people. Guide students to depict Hakka costumes and draw Hakka dwellings to cultivate students' aesthetic ability for traditional art. In this way, Hakka culture is comprehensively integrated into teaching to enrich course content and improve the effect of cultural education. At the same time, this kind of cultural integration should be fully included in the evaluation index system of regional cultural educational effectiveness. When constructing evaluation indicators, it is necessary to consider the depth and breadth of cultural integration, the proportion of cultural elements in curriculum settings, the innovation of teachers' teaching methods, students' enthusiasm for participating in cultural activities, and the display of cultural inheritance achievements. Ensure that the evaluation system can comprehensively and objectively reflect the actual role and effect of regional culture in the process of education. In

addition, it is necessary to carry out creative transformation and innovative development of traditional culture in combination with the needs of the times, so that the evaluation index system not only has local characteristics but also reflects the spirit of the times, and better plays the guiding role of culture in education^[3].

4.2. Scientifically Allocate the Proportion of Cultural Elements and Endow Appropriate Weight

The construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools needs to attach great importance to the role of culture in the talent training of primary and secondary schools, scientifically configure the cultural education mechanism, and endow cultural education with a scientific weight in the system to ensure that culture can truly play a role in improving primary and secondary school students. When constructing the evaluation index system of regional cultural educational effectiveness, it is necessary to follow the contingency principle, deeply analyze the value of different cultural elements for improving students' cultural literacy and comprehensive ability, and determine the weight of different cultural elements in the system based on accurate analysis. For cultural elements that play a key role in shaping students' values and cultivating their morality, higher weights should be given to highlight their importance in education. For relatively secondary or auxiliary cultural elements, the weight can be appropriately reduced. Through scientific weight allocation, the actual effect of regional cultural education can be reflected more accurately, making the evaluation results more scientific and objective, and further improving the effectiveness of regional cultural education. In addition, in addition to carefully analyzing the role of cultural elements and endowing different cultural elements with scientific weights, it is also necessary to set differentiated weights for cultural education indicators in different academic stages in combination with the physical and mental development characteristics and cognitive levels of students in different academic stages. For lower-grade students, the weight of indicators focusing on cultural cognition and interest cultivation should be emphasized, while for higher-grade students, the weight of indicators such as

cultural understanding and cultural innovation should be appropriately increased. Ensure that the evaluation index system can more scientifically and reasonably reflect the actual effect of cultural education and promote the high-quality development of regional cultural education in primary and secondary schools. By scientifically allocating the proportion of cultural elements and endowing appropriate weights, the value of culture for talent training can be better brought into play^[4].

4.3 Enrich the Forms of Cultural Education and Incorporate Campus Culture into the Evaluation Index System

The construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools needs to enrich the forms of cultural education. Only by continuously increasing the forms of cultural education can we better judge the role of different cultural elements in talent training. In this process, campus culture can be incorporated into the evaluation index system. This can not only comprehensively consider the effectiveness of schools in creating a cultural atmosphere and carrying out cultural activities but also scientifically evaluate the effect of cultural education. On the one hand, various cultural festivals and community activities held by schools can reflect the level of campus cultural education to a certain extent. By refining these contents into specific evaluation indicators, the role of campus culture in the process of education can be measured more intuitively, and the evaluation index system of regional cultural educational effectiveness in primary and secondary schools can be further improved. On the other hand, the evaluation index system of cultural educational effectiveness can be constructed according to students' participation in cultural activities. Students' enthusiasm for participating in cultural activities, their performance in activities, and their feedback after activities can all reflect the effectiveness of cultural education from different angles. It is possible to count the number of times students participate in various cultural activities and their activity level in community activities, observe students' performance in terms of innovative thinking and teamwork ability in cultural activities, and collect students' satisfaction and gain feedback on cultural activities. Converting these data and

information into specific evaluation indicators can more accurately evaluate the effectiveness of cultural education and make the evaluation index system more perfect and scientific. By enriching the forms of cultural education and incorporating campus culture into the evaluation index system, the pertinence and effectiveness of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools can be improved, and it can better serve modern talent training^[5].

5. Conclusion

The construction of the evaluation index system of regional cultural educational effectiveness in primary and secondary schools is the update and iteration of educational concepts. In order to better practice this talent training concept based on quality education, it is also indispensable to innovate teaching models and methods. Continuously improving the evaluation index system of regional cultural educational effectiveness can better promote the process of cultural education, give full play to the positive impact of culture on students in the basic education stage, and lay a solid foundation for students' healthy growth and future development. In the future development, it is necessary to continuously tap the value of cultural education, improve the evaluation index system of regional cultural educational effectiveness, and lay a solid foundation for the improvement of talent training quality.

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