

Students' Role Consciousness: Phenomenological Reflection Based on Examination Score

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ABSTRACT. *Students are the main body of learning activities and the practitioners and participants of all teaching behaviors. As students' perception of their own bodies, learners' role consciousness is spatial, and the test scores obtained by students participating in learning activities are also spatial. As an objective evaluation hard index, examination score arouses students' role consciousness and urges them to study hard. At the same time, it is an evaluation of students' study in school. Through the function of examination scores, phenomenological analysis is carried out from the conflict of students' role consciousness experience, and the spatial symbols of examination scores are interpreted to reveal the pedagogical significance of examination score.*

KEYWORDS: *Student's role consciousness; Examination scores; Spatial symbol*

1. Introduction

As students' perception of their own bodies, students' role consciousness is spatial, and the results obtained by students participating in learning activities are also spatial. It has the characteristics of complexity, humanity and constructiveness. Failure to publish students' test scores blocks the influence of the outside world on students' psychology and embodies a kind of humanitarianism. Openness does not respect students' mental health, closeness takes care of students' psychology, and openness and closeness are two different spaces. Examination scores can be regarded as a space symbol for students to learn. Through reading it, we can understand the experience and transformation of students' role consciousness.

2. Phenomenological Description of Examination Scores

Score, a Chinese word, generally refers to the result after examination or evaluation.^[1] Broadly speaking, it refers to the test results of a certain ability, and narrowly speaking, it refers to the academic results, that is, the test scores. Achievement is a result, representing the past and an evaluation of a past activity. The theoretical basis of this study is Husserl's transcendental phenomenology. It is one of the five strategies of qualitative research juxtaposed with narrative research, grounded theory, ethnographic research and case study.^[2] Phenomenology "phenomenon" is different from the phenomenon in the physical world. It refers to the phenomenon in the conscious world. In phenomenology, the world is transformed into a "phenomenon" in consciousness. Phenomenology requires researchers to get rid of the objectivist ideal of natural science and return to people's "life world" to reflect on the significance of subject behavior. Test scores are a "tool" to test students' ability to learn knowledge and reflect on their learning behavior.

2.1 Test Scores as an Objective Evaluation of Hard Indicators to Arouse Students' Role Awareness

As an objective evaluation hard index, test scores give students grade points, such as top students, middle students and underachievers. Scores define the grades of students, giving students different behaviors and forming different psychological states. Examination scores are the most basic door for evaluating teachers' teaching effect in school teaching activities.

The test scores of students are the most direct and clear way to realize teachers' organizing teaching activities and the guarantee to connect teachers and students' behaviors in class. When test scores appear, students will have different psychological activities. Students who do well in the test and those who do not will have obvious psychological differences and will have different codes of conduct and constraints. One belongs to the field of restriction of educational rights (forced by teachers because of unsatisfactory results) and the other belongs to the

field of free control (students with the highest scores may be treated differently by teachers). This also means that the students' bodies will have different performances in different time and space. It all depends on the appearance of test scores, which arouse students' role consciousness.

Topic: Students A Know the Experience Description of Test Scores

I am so nervous that I can know the test scores immediately. I don't know how the test went. I have no psychological background. I really want to do well in the test, but the facts always backfire. I know that I can't do well and can't get the ideal scores. When the teacher came into the classroom with the examination paper, I even imagined that I could do well and make great progress. But the fact is, when the papers were handed out, I really wanted to find a hole to drill into.

When classmate A got his test paper and knew his test scores, he deeply felt that the role experience of students should be "good students", because the experience of good students and poor students seeing test scores is different. When she found that the good students were satisfied and excited when they saw the test scores, but she was only silently sad when she saw the test scores, she found that she did not play the role of a good student, and suddenly she felt a sense of frustration that she was not a good student and did not fulfill her obligations as a student.

Test scores also constrain students' role experience-when classmate a gets his test scores, he suddenly has an impulse to look for holes in the ground-students' results should be worthy of teachers' training and expectations. if not, students will feel inferior and suspicious. Although quality education has been advocated all the time, abandoning scores is all the time, but due to the existence of the baton of the college entrance examination, the transformation of students' psychological role consciousness is still taking place, so students A will only want to find a hole when they know the exam scores.

2.2 Test Scores Are Used as a Carrier to Test Students' Learning and Encourage Them to Study Hard.

Scores are grades. Grades are the carrier to test students' learning. Only after a period of examination can students' problems be found and solved according to the problems. The purpose of the examination is to enable students to have a clearer understanding of their learning situation during this period of time, so as to carry out deeper learning-deep learning. Once the test scores come out, they will not be changed at will. Only when students participate in teaching activities will they not drift aimlessly.

Topic: Invisible Magic of Test Score

After an English mid-term exam, classmate Y felt that he did not do well in the exam, failed and was in a very bad mood. When the test score came out, the result was as he expected, and he really failed. As a person who can take the 130/140 English test at ordinary times, the English test score this time was really the lowest ever. He was very depressed. When the test paper was handed out, he felt that the score was especially ironic and really wanted to tear the test paper off on the spot. However, this was only a temporary idea. Slowly he calmed down his anger and anxiety and began to reflect calmly. Why did he do this this time?

Mr. Y stood at the watershed of his scores. He was extremely anxious and sad because of the impact of the test scores. He lowered his head, very low, very low, like a child who did something wrong, waiting for his mother's scolding. Scores, as a "tool" for testing students' learning activities, play a powerful role-scores come out, and students' psychological activities will undergo earth-shaking changes. Before the scores come out, the students may feel slightly changed and occasionally feel bad. Scores come out and not come out are two different psychological states. At the moment when the teacher came in with the score, the whole classroom became quiet and tense, and the air was filled with a heavy smell that could not dissipate for a long time.

When the students' scores are not ideal, the classroom may label the students differently. Although the classroom still teaches the same courses, the students' psychology has changed greatly. It is the teachers' disrespect and punishment for the underachievers, because under the banner of examination-oriented education, scores are everything.

This is a lateral discipline system. The original intention may be to benefit the students, but if you are not careful, you may "move forward" in the opposite direction, so we should grasp this "degree" and let it develop in the direction we expect. In this way, the score will exert its invisible magic power, urge students to study hard, and actively reflect on their learning behavior, so as to do better. As the main body of learning activities, students should actively exert the spirit of the main body, be the constructors of knowledge, strive to become the "master" of scores, and exert the invisible magic of scores.

3. Semiotic Interpretation of Test Scores

Although there is only one word difference between open and closed examination scores, it will bring about great differences in students' behavior and psychology, and will affect students' thinking and consciousness in a deeper level. Therefore, the understanding and understanding of examination scores should not only stay on the surface phenomenon of scores, but should be interpreted in a deeper level as a symbol.

3.1 Scores Are Used as Symbols for Monitoring and Controlling Space Behaviors, and Students Are Divided into Grades.

Score is an art of ranking and a technique of changing the arrangement. It treats each body differently through positioning, but this positioning does not give them a fixed position, but makes them distribute and flow in a network of relationships.^[3] How hard does it take to abide by the criteria of dividing honor and status according to scores and rankings, and to continuously shape the status grade, to look up to the ranking, to pursue the status and to leap over the “grade”? In the division of ranking after ranking, students' identity grades and differences are gradually shaped.

In a society where short-term utility is the order of the day, one examination is regarded as the “touchstone” and one ranking as the “watershed”.^[4] Top students are the winners in the exams one after another, becoming the objects that teachers expect and focus on, and maintaining their advantages in the differential treatment of teachers. Poor students are gradually separated from top students in classroom performance and academic achievements through repeated test failures, teacher labeling and evaluation. This differentiation is even reflected in the interaction of class students.

The examination is a test of the students' knowledge, but it is somewhat wrong to rank and analyze the scores, rank each person's ability, level and “nature” from the ranking, classify the students' status, and screen out “good students” and “bad students”. In our country, the emphasis on scores has almost reached the point where it cannot be overstated, and the quantitative evaluation method of scores has also brought harm to students. Even though the current practice of ranking in examinations has aroused resistance, the practice of ranking in scores in school education is still very popular. The emphasis of society and families on scores and the convenience and satisfaction of schools in using quantitative techniques have all become catalysts for the contradiction between scores and rankings in education reform.

3.2 Score, as a Symbol of Spatial Meaning, Makes Students Lose Balance between Rationality and Sensibility.

The test scores create a space for students in the classroom to reflect on themselves and establish a mechanism of self-guilt and self-role inhibition among students in a thorough way. At the same time, the examination score delimits the student's learning effect, and the score becomes the student's code. The inviolability of scores has become a sign that teachers are strict with students and cannot disobey them, making students' role consciousness suddenly appear.

Scores have become “empty” teachers to teach students knowledge. Students' “evaluation space” to absorb knowledge. Under the pressure of score culture, students have gradually lost their “vitality” and become lifeless. Scores are no longer the spiritual motivation that makes students eager for success, as if they have lost their creativity and sensibility, leaving only empty mechanical duplication. Scores have really become some marks of students. Only when students realize that they need knowledge and high scores can they throw away some solid signs.

In today's China's educational reform and development, the “three good students” appraisal itself is not only a matter for the “three good students”.^[4] Xie Weihe pointed out that “good students” or names like “three good students” are by no means just a certificate of merit or a badge. In abstract terms, as a symbol in the fields of society and education, it reflects an identity and a social status and class.^[5]

4. Let Students “Correctly View” Their Examination Scores

Public examination scores are the authority of knowledge and the embodiment of educational activities. Students' personalities are hidden and lost. Instead, they are “students” who become mechanical and wooden spokesmen. This is quite different from the ideal original intention of students to become unique developing people. This makes students feel anxious, depressed and confused in the meaning space formed by scores. Doubt yourself.

If the examination scores are not made public, the students' psychological activities will be at the edge of terror and worry. A student can be an individual with freedom of heart. At this time, he is the same as other students in personality and grade, and there is no grade difference. Without the constraint of score pressure, students will show more love towards teachers and classmates. Everyone is the same individual and is a developing person. This is why quality education should be promoted and test scores should become part of the evaluation of students. Examination scores form an unfriendly way of comparison among students, and become an obstacle to students' free development, resulting in students' resistance to learning. As students in the new era, they should not only break the "infringement" of examination scores on students' bodies, but also break the psychological trauma, truly accept their own shortcomings and continue to make progress.

Chen Zhenzhong believes that China's examinations are not only creating a group of "examination machines" that are busy with their work, but also training many blindly obedient and unable to reflect.^[6] So it is very important to look at test scores correctly. School education is full of a large number of examinations, including the examination of basic knowledge and qualification for entering a higher school. Effective standardized examinations can embody a scientific and efficient principle, which is beneficial to students and harmless to them.

A correct view of test scores can not only screen and predict students, but also, most importantly, can carry out compensatory teaching according to students' specific problems to help students improve their learning ability efficiently. The new curriculum reform advocates that students should play the roles of "active learners, active developers, unique individuals, active cooperators, and transcendent educatees" so as to make the roles of students more distinct and more equal. Only in this way can the criteria for evaluating students by scores be changed and the pedagogical significance of test scores be fully revealed.

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