

Practical Research on the Overall Teaching of Chinese Units in Primary Schools under the Guidance of Subject Core Literacy

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Abstract: The practical research on the whole teaching of Chinese unit in primary schools under the guidance of core literacy is devoted to the overall grasp of the arrangement characteristics of unified textbooks and the effective implementation of the writing intention of textbooks, further clarifying the relevant requirements of the new curriculum standards in 2022, and constantly paying practical research for the implementation of the fundamental task of moral education.

Keywords: overall teaching, practice, Chinese units, core literacy, orientation

Introduction

In the new era, Chinese teaching is faced with new requirements and challenges. This research topic combines the curriculum standards to innovate ideas, carrying out unit theme design and task-driven around the connotation of core literacy; combines textbooks to solidify the foundation and explores practice based on the existing textbooks. The phased results show that transforming knowledge explanation into practical activities promotes teaching reform, the textbook arrangement has been recognized, and the concepts of the new curriculum standards are leading the new direction.

1. Overview of the research

1. Background and current situation

Professor Cui Yunkuo of East China Normal University's long-term research: Professor Cui emphasized the significance of the curriculum unit when studying the whole teaching of the unit: the unit marks that the logical starting point of teaching specialty is not knowledge, but students' learning; It is not the content but the curriculum, and the curriculum is our logical starting point. The unit represents the smallest unit of the course, and the unit is the cell of the course, which is a complete learning story. Therefore, it is also the basic unit to implement the core literacy of the discipline and realize the education of the discipline, and it is also an important path. Although this concept is still put forward and studied in the middle school stage, the concept of compiling Chinese textbooks for primary schools has reflected the characteristics of unit-integrated teaching.

Liu Chun, a teacher in Xuzhou Education and Teaching Research Office, and Li Zhuping, a famous Chinese teacher in Beijing, all made initial explorations in the overall teaching of Chinese units, and formed preliminary research ideas, which laid a research foundation for this research.

Based on the overall design of school curriculum, some schools in our city have tried to make a unit overall design in some grades of Chinese subject, but it is incomplete and lacks scientific demonstration and practical test.

1.2 Significance of topic selection

(1) It is mentioned in the implementation proposal of Chinese Curriculum Standards 2011: "Teachers should strive to improve classroom teaching, consider the integration of three-dimensional objectives as a whole, strengthen the integration of teaching contents, and make overall arrangements for teaching activities to promote the overall improvement of students' Chinese literacy". "Chinese Curriculum Standard 2022 Edition" emphasizes once again that the design of Chinese learning tasks should focus on specific learning themes and determine the Chinese practice activities with internal logical connection^[1]. Chinese learning task group is composed of a series of interrelated learning tasks, which jointly point to the development of students' core literacy and are situational, practical and comprehensive. Based on this, the research of this topic plays an effective role in promoting the changes of teachers' teaching methods and learning methods and the practice of embodying the concept of new curriculum standards^[2]. (Focus on clarifying the requirements of curriculum standards and rationally selecting content integration)

(2) The unit integrity of the unified textbook reflects the double-line components of the unit. In particular, the characteristics of unit whole teaching in middle and high levels are more prominent, which plays a guiding role in the formation of core literacy. Therefore, based on the changes of teaching materials, appropriate integration is conducive to the overall improvement of students' Chinese literacy. (Focus on the teaching material system and focus on the cultivation of Chinese ability)

1.3 Research value

1.3.1 Theoretical level

Through research, research reports, papers and teaching case sets can be formed, which will form certain theoretical support for teachers in the region in the future unit teaching. In practice, some excellent teaching cases can be formed through research.

1.3.2 Application level

Through research, teachers' practical lessons in experimental schools are directly applied to teaching, which can improve teachers' ability to interpret teaching materials and implement teaching; For students' overall Chinese learning ability, and even the formation of core literacy, the implementation of the overall goal of "Establishing morality, cultivating talents" will play a powerful role in promoting.

2. Main viewpoints and achievements of the research

2.1 The main point of view

2.1.1 Combining with the curriculum standards, innovative ideas

The new curriculum standards have a brand-new definition of the connotation of core literacy, and cultural self-confidence, language use, thinking ability, aesthetic creation, organic integration and overall development are fundamental. Therefore, in the unit theme design and task-driven, it is closely implemented around the requirements of curriculum standards. In the research, we should take care of the front and back, link up and down, relate disciplines, take Chinese as the foundation, and promote the simultaneous development of five educations.

2.1.2 Combining teaching materials and build a solid foundation

On the basis of existing teaching materials, be upright and innovative. The original arrangement characteristics of the unified textbook have reflected the integrity of the unit, but with the emergence of the new curriculum standard "learning task group", teachers can't directly construct the task group through the arrangement of the textbook. Therefore, my thinking in the study is to base on the textbook, implement the speech spirit of Chen Xianyun, the editor-in-chief of the textbook, focus on the systematicness and development of the training objectives of the textbook, emphasize the commonality and individuality of the whole unit teaching, and constantly explore the content of the textbook in the understanding of the language elements of the unit, so as to make a real practical design for the implementation of the language elements^[3].

2.2 Phased achievements

2.2.1 Changing fragmented knowledge explanation into systematic learning practice activities, and promoting the reform of teaching and learning

The unit arrangement of unified textbooks has the characteristics of humanistic theme and Chinese elements, which embodies the value pursuit of the unity of instrumentality and humanism in Chinese discipline. In particular, the arrangement of Chinese elements, the training goal is systematic and spiraling. Compared with previous textbooks, it creatively solves the problems such as the lack of solid language training and improper handling of the relationship with humanities education, which has been widely recognized by teachers since its use. The new curriculum standard in 2022 puts forward some curriculum ideas, such as "core literacy development", "strengthening the integration of curriculum content", "enhancing the situational and practical nature of curriculum implementation", "attaching importance to the guiding role of evaluation" and "paying attention to the stage and development of curriculum", which further connects with the direction of subject research. Teachers are forced to think about how to systematically design unit teaching, how to realize advanced training of each class, how to carry forward culture in unit text reading, and how to implement the fundamental task of moral education^[4].

2.2.2 The improvement of teachers' ability to interpret teaching materials and the overall design ability of the unit

Organic integration, highlighting the combination of learning and application. The overall teaching design idea of the unit based on Chinese elements has gradually become clear in the research, that is, the overall interpretation of the unit+goal+homework. In this process, the evaluation runs through, and the training content of the unit, such as the training in the "Chinese Garden", the method combing of the communication platform and the unit exercises, can be organically integrated through the overall design, and the textbooks can be used creatively without randomly adjusting the original arrangement rules.

Create situations to stimulate interest in learning. Under the guidance of core literacy, it is necessary to define the goal of core literacy, so as to establish the unit theme situation, further design tasks, form continuous Chinese practice activities driven by tasks, and integrate Chinese "listening, speaking, reading and writing" activities into them, which stimulates students' interest in learning and promotes the understanding and construction of the new curriculum standard "learning task group".

Task-driven, build learning scaffolding. Task-driven Chinese learning requires teachers to build learning scaffolding. Through the design of learning tasks, teachers form learning scaffolding one by one, such as tables, mind maps, filling in the blanks, continued writing, fragment practice writing, etc., which effectively promotes teachers' "learning-oriented" design concept and design ability, and makes teachers' roles transform in research and become designers, guides and evaluators of students' learning.

3. The main features and innovations of the research

3.1 The main features

1. Through the research of this topic, teachers can be guided to have unit consciousness in teaching, thus embodying situational and task-driven teaching.
2. It can further stimulate students' interest in Chinese learning, thus cultivating students' higher-order thinking ability.
3. It can provide reference and help for front-line teachers to carry out unit teaching as a whole.

3.2 Innovation

1. The research has a starting point: With the introduction of the new compulsory curriculum standard, the theoretical basis is gradually clear during the research process, so the research has realized the synchronous advancement of the new curriculum standard and new teaching materials.

2. Practice attaches importance to effect: the time node of the study is in the comprehensive use of the unified

textbooks. On the basis of single-class teaching, the whole unit teaching is initially tried, so as to clarify the problem of "what to teach" in Chinese teaching through research and further provide reference for optimizing teaching.

3. The results are meaningful: on the basis of existing research, design and practice are more prominent, and through research, the overall teaching design style is formed, which can be popularized and applied in the region.

4. The breakthrough in research

In the research, the similarities and differences between the whole unit and the large unit are gradually clarified, and the goal and direction of the front-line teacher research are clarified. In the research, the design framework of unit integrated teaching is formed, which provides ideas and methods for front-line teachers to carry out unit integrated teaching.

The research adopts research and practice; With the way of research and promotion, the preliminary results of the research are constantly enriched, and in the process, the teaching design is also constantly improved.

5. Problems existing in the research and future ideas

1. Teachers' workload is heavy, and vertical in-depth thinking and theoretical thinking need to be strengthened.

2. The breakthrough of unit overall evaluation needs to be improved, and the scientific demonstration needs to be explored.

It is believed that with the revision of the unified textbooks and the continuous strengthening of learning, the research on the whole unit teaching should be further developed, and efforts should be made to break through units, study sections and disciplines, truly achieve organic integration, and truly implement the "five educations simultaneously" of the curriculum plan.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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