

# The Practice of PBL Teaching Mode in Teaching Whole Book Reading in Primary Schools

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**Abstract:** The innovation of the unified textbook is to include the reading of whole books in the classroom, but this paper has sorted out the current situation of whole book reading in schools through questionnaires and interviews, and found that students are not motivated to read whole books and tend to be utilitarian, and at the same time, teachers lack a proper guidance and evaluation system for whole book reading. Based on these findings, this paper has analyzed the feasibility of the PBL (Problem Driven Learning) teaching model and tried to integrate this teaching model into whole book reading teaching. Learning) teaching model and tried to integrate this teaching model into whole book reading teaching. The aim is to cultivate students' whole-book reading habits and abilities, and to comprehensively improve students' core literacy.

**Keywords:** whole book reading, current situation, PBL teaching mode, teaching practice, case study

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## Introduction

The 2022 edition of the *Compulsory Education Language Curriculum Standards* emphasizes that "advocating fewer problems, more reading, reading good books, reading whole books, focusing on reading guidance, cultivating interest in reading, and improving the taste for reading". The purpose of whole book reading is to guide the students to select suitable books according to the purpose and interest of reading in language practice activities, and assign the books to the students for reading. The purpose of whole-book reading is to "guide students to choose suitable books according to their reading purposes and interests in language practice activities, designate a reading plan, and comprehensively use various methods to read whole books". People are increasingly aware that in order to cultivate new generations with core qualities who are capable of taking up the great responsibility of national rejuvenation, it is necessary to encourage students to read whole books and to increase the amount of reading. However, in actual teaching, whole book reading still faces many difficulties<sup>[1]</sup>.

## 1. Survey on the current situation of whole book reading in the middle and upper elementary schools

This research randomly selected 100 middle and upper primary school students in Y City C Primary School, X Primary School and S Primary School respectively, covering a total of 300 survey respondents, and distributed student questionnaires to them. The recovery rate of the questionnaires was 100%, with an effective rate of 98%; at the same time, I also randomly selected three teachers in these three schools for a total of nine interviews.

### 1.1 Reading motivation

The results of the questionnaire show that 68.12% of the students think that they read whole books in order to "complete the required reading for each semester", 63.26% of them want to "get satisfactory grades in the exams" by

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reading the whole book, and 49.83% of them think that they can "improve their reading skills". "to improve their reading and writing skills", 41.02% of the students think that they can "communicate better with their peers", 39.61% of the students think that they read the whole book in order to "improve their reading volume", and only 10.12% of the students think that they read the whole book in order to "improve their reading volume". Only 10.12% of the students think that they read whole books because "they like reading and reading can enrich their spirit". This shows that the main motives of primary school students in reading whole books are mostly focused on improving their academic performance and completing academic tasks, and relatively few students read whole books out of pure reading preference or attracted by the storyline.

### **1.2 Reading time**

According to the survey results, most of the children do not have enough time to read every day. 67.18% of the students can only spare 15-20 minutes a day for reading, 15.2% of the students can not guarantee the time for reading every day, and less than 18% of the students can ensure that they have more than 20 consecutive minutes of time for reading every day.

### **1.3 Reading strategies**

It is pointed out in the 2022 Compulsory Education Language Curriculum Standards that in the teaching of whole book reading, teachers should "guide students to understand a variety of strategies for reading, and use different reading methods such as skimming, skimming, and intensive reading", which can be seen that under the guidance of methodological strategies, it is helpful for students to read the whole book, and it is helpful for students to be able to read and understand the whole book, and it is also helpful for sharing and communication among students. However, according to the results of the questionnaire survey, it was found that students seldom used reading strategies or methods actively in the process of reading whole books. Only 22.75% and 12.3% of the students would use strategies such as prediction and questioning in relation to what they had learned in the class, while less than 10% of the students would use methods such as intensive reading and skimming. Other than that, most of the students do not know or will not use the appropriate strategies or methods in the reading process.

### **1.4 Reading outcomes**

According to the 2022 edition of the curriculum standards, the total amount of extracurricular reading for students in grades 3-4 should be not less than 400,000 words, while the total amount of extracurricular reading for students in grades 5-6 should be not less than 1,000,000 words. Statistics on the amount of whole books read by students in a semester, taking into account the different word counts of extracurricular books chosen by different grades and estimating each book at 100,000-200,000 words, showed that 23.74% of the students were able to read more than five extracurricular books per semester, and 45.28% of the students read three to five whole books in a semester. However, there are still about 30% of students who are unable to finish reading more than 3 whole books.

## **2. Feasibility analysis of PBL teaching model in whole book reading teaching**

PBL (Project-Based Learning) as a teaching mode, is based on the real learning situation, the "project" in the core of teaching, guiding students to study and solve a real and credible and difficult problem within a certain time frame, and then master the related knowledge and skills, and achieve a certain depth of expansion. The PBL teaching mode and the whole book teaching mode are the same as the whole book teaching mode<sup>[3]</sup>.

There is a greater relationship between the PBL teaching mode and whole book reading. Firstly, the concept of "student-centred" advocated by the two is compatible. Different from the traditional teaching mode, PBL teaching mode puts more emphasis on the teaching concept of students doing and learning by themselves. Secondly, PBL teaching mode helps to enhance the contextual and practical implementation of the reading programme. The new standard emphasizes the creation of rich and varied learning situations, the design of challenging learning tasks, the stimulation of students' curiosity, imagination and desire for knowledge, and the promotion of students' independent, cooperative and exploratory

learning", and the PBL teaching mode is precisely led by the learning tasks and project activities, with the driving question as the starting point of inquiry, and the development of learning ability in the real educational context. Thirdly, PBL teaching mode helps to improve the quality of whole book reading teaching<sup>[2]</sup>. whole book reading teaching carried out under the PBL teaching mode often focuses on the common learning between teachers and students and teachers and students, and attaches importance to group cooperation, communication and evaluation, such a teaching mode builds a certain platform for the students to broaden and deepen the quality of reading teaching.

### **3. The practical path of PBL teaching mode in whole book reading teaching**

According to the *2022 Compulsory Education Language Curriculum Standards*, students should "comprehensively use a variety of methods, share reading experience with the help of a variety of ways, exchange and discuss problems in reading, accumulate experience in reading whole books, develop good reading habits, improve the overall cognitive ability, and enrich the spiritual world," and the PBL teaching mode as a framework for teaching activities. As a framework of teaching activities, the implementation of PBL is usually divided into five stages: "selecting the project stage - drawing up the plan stage - carrying out the activities stage - forming the works stage - reporting the results stage". stage - reporting the results of the stage of the five basic stages. The whole process is from shallow to deep, the research will apply it to the whole book reading teaching, and according to the whole book reading guidance "trilogy" class type, developed a PBL teaching mode in the whole book reading teaching implementation process.

#### **3.1 Introduction to stimulate interest**

Under the guidance of PBL teaching model, there are two teaching objectives in the guided reading class, one is to create a situation to stimulate students' interest in reading, grouping and organizing into a class learning community; the other is to prompt students to raise questions while reading in the process of independent reading and to explore the reading issues worth discussing. After getting a book, students do not know the value of the book and have not formed their own value orientation. At this time, teachers should create situations through a variety of ways to guide students to form their own reading expectations, so as to stimulate their interest in reading. Situation can be created in multiple ways: from the plot of the story to create a situation, directly show the book in the wonderful segment, stimulate reading interest.

Such as in the development of the "Lena Fox story" book guide, the teacher first showed "Lena steal fish" the story of the wonderful clip "cold air, gloomy days, Lena's mood is like this suffocating weather, gloomy and irritable, the family's food cupboards are empty, what should we do? When he smelled the scent of fresh fish on the car that was coming from a distance, he had a brilliant and incomparable idea - to play dead." The students read here as if a hungry Lena had appeared in front of them, and the teacher guided the students down to finish the story.

#### **3.2 Advancing in reading**

The whole book reading in PBL mode requires a reading plan. Teachers can take the form of "reading plan sheet" and distribute it to each reading group, which can not only urge students to read in a planned way every day and help them develop a good reading habit, but also assist students to record their problems in the reading process. platform for reading punch cards, drawing character relationship diagrams, drawing plot development diagrams and so on.

Second, the PBL teaching model is a problem-based, strategy-developing and problem-solving approach to learning. Therefore, an important element in facilitating whole book reading is to discover and identify a valuable driving problem. Based on this problem, students are promoted to progressively move from surface reading of the whole book to deeper reading through full collaboration and inquiry in the solution process.

#### **3.3 Post-reading communication**

The third stage of reading under the PBL teaching mode includes two main elements: first, sharing learning outcomes and presenting reading works. The exchange report of each group can exercise students' expression, and at the same time can stimulate students' interest in reading in depth; the second is to carry out learning evaluation and test the reading effect.

For example, in teaching the "Romance of the Three Kingdoms" book reading, teachers can organize and guide

students on the basis of reading comprehension, according to the preferences of different characters or different stories in groups, group members through the role of division of labour, plot rehearsal, etc. on the textbook play, which is also a kind of reading results of the report, through the form of textbook play rehearsal, not only deepen the students' understanding of the characters and plots of the stories, but also exercise the students' thinking and aesthetic thinking, and improve the students' understanding of the story, as well as the students' understanding of the story<sup>[4]</sup>. It also exercises students' thinking, aesthetics and other core qualities. Appropriate assessment is crucial to students' reading of whole books. In reading evaluation, we should pay attention to both process evaluation and result evaluation. For example, when teaching the book "Travelling with Geese", the research try to use diversified evaluation, such as in the introductory reading class stage, the use of the class QQ group on the online reading punch card and "reading passbook" to give the evaluation, this evaluation can be carried out by the teacher, but also by the parents.

#### **4. Conclusion**

The application of PBL teaching mode in whole book reading teaching has feasibility and practicability, which opens up a new way for whole book reading teaching<sup>[5]</sup>. It's firmly believed that the whole book reading teaching based on the PBL teaching mode can, to a certain extent, promote the deeper reading of the whole book, so that students can really achieve "resilient and continuous reading" under the guidance of specific methods and strategies. This further improves students' ability of appreciation, expression, inquiry and aesthetics, and ultimately enhances students' core language literacy.

#### **Conflicts of interest**

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

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