

The Value, Requirements and Implementation Path of Primary School Chinese Homework Design from the Perspective of Large Units

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Abstract: With the promotion of the concept of large units, teaching and curricula at all age levels have made corresponding adjustments. As an important part of this, homework design also needs to be more in line with the development and requirements of the current era, closely integrating the cultivation of core literacy with the implementation of homework, and designing more diversified homework to promote the all-round development of students. This article discusses the value orientation, essential requirements and implementation paths of primary school Chinese homework design from the perspective of large units, providing feasible ideas and solutions for primary school Chinese teachers in the educational practice of homework design.

Keywords: Large units, Primary school Chinese, homework design

1. The Value of Large Unit Homework Design in Primary School Chinese

1.1 Oriented by Core Literacy: Better Establishing the Connection between Literacy and Content

The so-called "student development core literacy" refers to the essential qualities and key abilities that students should possess to adapt to lifelong development and social development needs. The "Compulsory Education Chinese Curriculum Plan 2022 Edition" clearly states that its core literacy cultivation covers four core elements: cultural confidence, language application, thinking ability, and aesthetic creation. Therefore, in the design and arrangement of Chinese homework in the compulsory education stage, teachers also need to fully consider how to effectively cultivate students' core literacy, so that students can truly achieve significant improvement in these four aspects while completing their homework.

1.2 Guided by "Big Concepts": Better Implementing People-Oriented and Moral Education

Wiggins believes that a big concept is a concept, theme, or problem that can connect discrete facts, knowledge, and skills and form meaning ^[1]. In teaching, big concepts are actually the core of teaching design, that is, by enabling students to understand big concepts, to cultivate students' problem-solving abilities in real situations. And this model is exactly in line with our fundamental educational task of "people-oriented and moral education". In big concept teaching, teachers mainly conduct teaching in units, combining unit goals with single lesson goals. Under this teaching model, students can not only improve their abilities but also complete the fundamental task of promoting students' all-round development.

1.3 Guided by Systemic Integration: More in Line with the Requirements of the New Curriculum Standards

The so-called "large unit" emphasizes the overall design of the content of teaching units in a subject ^[2]. Relevant government departments in our country have clearly emphasized the importance of adhering to the concept of systematicity and have taken it as the main principle for further promoting economic construction during the "14th Five-Year Plan" period, which also reflects the scientific advantages of the concept of systematicity ^[3]. Similarly, in the field of education

and teaching, regarding students as individuals with autonomy and integrity not only conforms to the internal needs of their physical and mental development but also aligns with the core spirit of the "Compulsory Education Curriculum Plan 2022 Edition". The "Compulsory Education Chinese Curriculum Plan 2022 Edition" clearly emphasizes that it should not only be committed to the all-round development and overall improvement of students' comprehensive literacy but also pay close attention to the integrity and contextuality in the process of curriculum implementation. It is obvious that this concept is in line with the principle of systemic integration, demonstrating the depth and breadth of educational concepts.

2. The Requirements of Large Unit Homework Design in Primary School Chinese

2.1 The Unity of Cooperation and Independence

From the perspective of the physical and mental development characteristics of primary school students, many students at this stage often find it difficult to maintain their concentration for a long time, which undoubtedly increases the difficulty of implementing many independent Chinese homework. Based on this situation, we can propose the design concept of integrating independent homework with cooperative homework. Such a design contains multiple benefits: First, it ensures the two-way progress of students' independent thinking and cooperative division of labor, enhancing students' interest; Second, it reduces the pressure of implementing independent homework and can more efficiently improve students' homework completion rate. Third, cooperative homework can develop students' communication and coordination skills, while independent homework can enhance students' independent thinking ability, thereby promoting students' all-round development.

2.2 Unification of Practicality and Interest

In the formulation of teaching objectives, we often focus more on the acquisition of practical knowledge and the improvement of skills. However, if we overly focus on the teaching value of a certain activity or homework and neglect its interest, it is very likely to lead to a significant decrease in students' learning enthusiasm. Therefore, in the design of homework, we must strive to avoid the situation where homework becomes dull, monotonous, and overly numerous. This "interest" can be contained in the content of the homework or reflected in its form. Thus, unifying practicality and interest in the design of homework not only effectively stimulates students' learning interest but also enables students to acquire practical knowledge in the process of completing homework.

2.3 Unification of Holism and Particularity

The overall teaching of primary school Chinese not only emphasizes that each individual lesson should achieve its teaching objectives but also integrates the texts of each unit to form a whole, allowing students to complete the overall objectives of the unit^[4]. This also puts forward the requirement of "unification of holism and particularity" for the design of Chinese homework. To achieve the unification of the whole and the parts, it is not only about the consistency of the objectives but also about doing a good job in the connection between various knowledge points and texts, making the small objectives of each individual lesson interrelated and forming a networked whole. In this way, students can achieve the pre-set major teaching objectives by completing a series of interrelated individual lesson homework.

3. Implementation Path of Large Unit Homework Design in Primary School Chinese

3.1 Teaching According to Students' Needs and Constructing Hierarchical Homework Design

Due to the differences and individuality in students' development, homework arrangement faces a challenge: it is difficult to simultaneously meet the ability levels and interest preferences of each student. In this situation, the best solution is hierarchical homework design. Hierarchical homework design not only meets the needs of different students but also actively responds to the current "double reduction policy" - students of different levels and types only need to complete homework that matches their own abilities, thereby significantly reducing students' academic burden.

3.2 Integrating According to Needs and Creating Cross-disciplinary Homework Design

The multi-disciplinary integration of homework in primary and secondary schools is the specific practice of the cross-disciplinary teaching concept at the homework level^[5].

Currently, cross-disciplinary integrated homework is an important development trend in homework design. On the one hand, cross-disciplinary integrated homework conforms to the requirements of the new curriculum standards. The "Compulsory Education Chinese Curriculum Plan 2022 Edition" clearly states: "Cross-disciplinary learning can help students discover, analyze, and solve problems in the process of comprehensively applying knowledge from multiple

disciplines." On the other hand, cross-disciplinary integrated homework, with its unique advantage of integrating knowledge from multiple disciplines, inherently has a rich variety of forms, which directly stimulates students' learning interest and motivation, not only enhancing students' learning autonomy and enthusiasm but also comprehensively promoting the development of students' various abilities.

3.3 Autonomous Practice and Formulating Inquiry-based Homework Design

Since the practical application ability of students is one of the important abilities cultivated in the Chinese subject ^[6], accordingly, practical inquiry-based homework is also an important component of Chinese homework design. Through inquiry-based homework, students can comprehensively apply the knowledge they have learned to practice, strengthening the connection between life and textbooks, and enabling the knowledge learned in the classroom to be truly applied to real life, thereby improving students' problem-solving ability and independent thinking ability.

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