

Exploring the Design of Practical Assignments in Elementary School Language Under Core Literacy

Xue Zhang^{1,*}

¹ College of Education and Sports Science, Yangtze University, Jingzhou Hubei, CO 434023, China

* Corresponding Author Email: 2454122132@qq.com

Abstract: Homework is an extended task assigned by teachers to consolidate classroom teaching, and practical homework refers to hands-on or practical inquiry homework, which is designed by teachers according to students' individual physical and mental differences and learning needs in order to achieve the goal of improving innovation and practical skills. In the current homework design model, traditional homework is relatively large and rigid, while practical homework is relatively scarce, difficult for teachers to design and implement, and not yet valued by students, which is not conducive to the cultivation of students' interaction and cooperation skills and the spirit of inquiry and innovation, and differs from the requirements of quality education. Based on the shortcomings of the design of elementary school language homework and the difficulty of designing and implementing practical homework, we propose the principles of diversity, openness and modernity in the design of elementary school language practical homework, and on the basis of these three principles, we further propose the optimization strategies for the design of practical homework, hoping to be helpful for the homework related to elementary school language under the requirements of quality education.

Keywords: Practical homework, Primary language, Optimization strategies.

1. Introduction

The newly revised elementary school language curriculum standard mentions the curriculum concept of "determining the core literacy-oriented curriculum goals," and homework is an important part of language teaching. In order to implement the spirit of "double reduction", we actively explore practical homework in the context of core literacy, so that the function of homework is no longer limited to the consolidation of knowledge, but the expansion and extension of classroom teaching, but also the cultivation of students' core qualities.

Language is an important communication tool and an important part of human culture. The language curriculum should be devoted to improving students' ideological and moral cultivation and aesthetic sensibilities, enhancing language literacy, enabling them to gradually form a good personality and sound character, and promoting the harmonious development of morality, intellect, physique, aesthetics and labor in all aspects. Language literacy at elementary school level is the basis for students to learn language courses well and for their all-round development and lifelong development, which requires language teachers to design homework scientifically and reasonably, balancing written homework and operational practical homework, prompting students to expand their horizons, initially acquire the language literacy needed for modern social life, improve their innovative spirit and practical ability, and promote the implementation of quality education.

Homework is an extension and expansion of classroom teaching, and is an important and essential part of the teaching process to check the gaps in classroom teaching. Under the traditional teaching mode, homework is arranged in a monotonous form and the content is a bit boring, which makes it difficult to give effective feedback on the effect of classroom teaching and students' learning, and even more difficult to improve students' language literacy effectively. Obviously, under the requirement of quality education theory,

the current homework assignment mode is not conducive to the realization of quality education, and school education and educators need to do their best to promote the change from "exam-oriented education" to "quality education" under the Party's policy. The design and implementation of practical homework can promote the overall development of students and is one of the measures that can be explored and better implemented.

With the development of the information age and the continuous progress of society, the requirements for elementary school students' abilities in all aspects are getting higher and higher, and teachers and parents are paying more and more attention to the cultivation of elementary school students' practical skills. Assignment design is a form of educational evaluation. Educational evaluation refers to the process of judging the implemented educational activities, educational process and educational results through certain methods according to the determined objectives. Among them, goal-referenced evaluation refers to an evaluation method that measures the extent to which the target has achieved the goal by taking the predetermined goal to be achieved as the benchmark. This allows teachers to understand students' development, improve teaching methods and homework design, and guide students' future learning and development.

2. Organization of the Text

2.1. Analysis of the problems and reasons of practical work in elementary school language

2.1.1. Students' deep-rooted learning concepts and habits

At present, most students and parents are still at the stage of attaching importance to "writing" homework, believing that written homework is more important and needs to be completed first, while other types of practical homework are optional and can be completed basically according to

teachers' requirements. Almost the only way to measure the quality and effectiveness of teaching is the improvement of scores. Such misconceptions and learning habits, which only see the immediate and temporary improvement of grades, ignore the improvement of students' comprehensive literacy and the cultivation of innovative practical skills, resulting in the lack of attention to practical assignments and bringing heavy resistance to the implementation process of practical assignments.

2.1.2. The number and characteristics of students make it difficult to design and implement practical assignments

Both the design and implementation of practical assignments require multi-stage, multi-level, and multi-perspective consideration, taking into account the different characteristics of different students, to promote the all-round development of all students. However, with the implementation of the two-child policy, the number of primary school students has been increasing year by year, and the number of students in each class is very large, almost all of them are around 50. The humanistic view of students also requires teachers to teach students according to their abilities. The large number of students and their different personalities pose a great challenge to the design and implementation of practical assignments. It is a major challenge for teachers to combine students' characteristics and abilities, refine the criteria of assignments, and efficiently complete practical assignments from design and implementation to final evaluation in the face of many students.

2.1.3. A teacher's power is lacking

With the implementation of various latest teaching concepts and policies, teachers have gradually developed an interest in practical assignments and practical skills development, but for various reasons, it is always difficult to put them into action. First of all, teaching is difficult, many teachers are still in the stage of focusing on the teaching process, and the task of preparing lessons is already very heavy, so it is difficult to have the energy to study the design of practical assignments, and for the reduction of the burden only to achieve a quantitative reduction, but no qualitative refinement, shape of innovation, it is more difficult to change the way of thinking of students and enhance the core literacy and practical skills; coupled with parents' requirements for learning achievement, school open classes, listening to lessons. In addition, teachers have to pay attention to various matters other than innovative homework. Therefore, if we want to improve students' creative and practical skills through practical assignments, we need the cooperation and joint efforts of all parties to create a good environment for students' development and teachers' teaching, and truly promote students' overall development.

3. Conclusion

Based on the analysis of the problems and causes of practical assignments in elementary school language, some principles of practical assignment design and optimization strategies are proposed here

3.1. Principles of designing practical assignments in elementary school languages

3.1.1. Diversity

Under the guidance of the new concept, the design of elementary school language homework should have diversity. Language homework should not be limited to copying, mimeographing, reciting, practicing and so on. If language homework is designed in a single form for a long time, it will make students bored with language learning, and it will also make students not take homework seriously, or even perfunctorily. Therefore, when designing homework, teachers should fully select rich forms of homework, in addition to some basic recitation and copying homework, teachers can also set some student-parent interaction, student group interaction and other forms of homework, and stimulate students' interest in homework by letting them practice.

3.1.2. Openness

Openness, aiming to make the results of the designed elementary school language homework consistent with the goals to be achieved is sufficient, and does not have to be limited to a certain scope, textbook or fixed content given by the teacher. Not only should the scope of language learning be open, not limited to school and textbooks, but also students should be able to look at nature and life, find beauty in life, learn beauty, and stimulate their interest in language learning; and the way of language learning should be open, so that students can learn not only by writing, but also by speaking and communicating, so that they can collide with each other and internalize the learning results more maturely.

3.1.3. Periodicity

The 21st century is gradually developing into an era of knowledge-based society, in which electronic computers can easily copy and store information. However, in order to develop "creative" learning ability, we must no longer rely on the "memory-based" learning ability of knowledge acquisition and reproduction, but must want the "thinking-based" learning ability that is active. This is the requirement of the times for education and teaching, and must keep up with the times. The new generation of elementary school students growing up in the "Internet+" information age are naturally interested in cell phones, computers, and other electronic devices, and if they are forced to oppose and prevent students from staying away from electronic devices, it is likely to backfire and provoke their curiosity. Therefore, educators should make reasonable use of this feature, and make more connection with social reality in the design of homework, follow the footsteps of the development of the times, and promote students to keep up with the times; when completing homework, they can make use of modern information technology to find more information and communicate and share more with their classmates, so as to cultivate excellent pillars that can keep up with the development of the times.

3.2. Optimization strategies of practical homework design in elementary school language

3.2.1. Diversified learning

When designing practical language assignments, teachers should design diversified assignments according to the characteristics of students at different levels and their

different levels of mastery of learning, so as to help students move from textbooks to life, open up diverse learning spaces for students, break the limitations of traditional teaching and assignment design models, and raise students' awareness of independent learning.

First of all, teachers should design assignments according to each student's individual characteristics and needs, and design practical assignments suitable for his or her development, so that the design of assignments has diversified characteristics such as personalization and enrichment. For example, when studying the text "Small Town by the Sea", teachers can assign students to carefully observe the characteristics of the city they live in according to the content of the text, compare the similarities with the small town by the sea, whether they like the small town, and what are the reasons for their liking and disliking it? Through diversified teaching, students can give full play to their potential.

Secondly, teachers should design practical language assignments that are suitable for different students of different genders according to their physical and mental development rules and cognitive characteristics. For example, the Language Curriculum Standards for Compulsory Education (2022 Edition) has different observation requirements for different school periods. Teachers can ask students to pick up different colored leaves outside of class and compare them to make their own patterns or draw a picture of nature in their own eyes. The second level requires students to "learn to use diaries and observation journals to show what they have learned from observing nature and exploring the world of science." Teachers can design practical assignments to observe the appearance and habits of small animals around them, such as having students observe and record the growth of tomatoes. The requirement for the third period is "Observe and reflect on daily life." Teachers can ask students to write observation notebooks about "small things around them" and hold monthly story sharing sessions to let students share the small things they have recorded, so as to guide them to establish the correct values.

3.2.2. Create fun

Interest can help us establish learning goals, generate continuous motivation and improve learning ability. For language learning, how to make students interested in obscure knowledge is an important issue for every language teacher. Therefore, interest is the most effective way for students to complete their assignments, and teachers must design assignments with the help of a joint integration of multiple senses. For example, in the text "Four Seasons", teachers can use cell phones or tape recorders to play some sounds of each season for students to bring them to a space full of imagination, and then ask them which season these sounds represent, or ask them how they feel after listening to the sounds, which not only can mobilize students' learning enthusiasm, but also can make them speak actively in the classroom and activate the classroom atmosphere. In addition, teachers can design practical assignments for students to go into the four seasons, asking them to record the sounds of each season, observe the characteristics of each season, and draw your favorite season. Bring the small details of life into the language classroom, refine the beauty in the drops of life, combine the situations, and let students write their impressions of various sounds in nature when they brainstorm, so that students can complete their homework in the process of practical inquiry and innovation, inspire their thinking,

train their ability and enhance their interest, and then improve the quality of language teaching.

3.2.3. Reinforcing inquiry

The modern view of education is that a meaningful way of learning must be one in which students acquire new knowledge through independent inquiry. Teachers must boldly let go of students' independent participation in exploring new knowledge, to experience the process of knowledge acquisition, and to pay attention to students' acquisition and mastery of learning methods, so as to change passive learning into active learning. In elementary school language teaching, teachers should not only train students' ability to analyze and solve problems, but also advocate students' inquiry and discovery, active participation, communication and cooperation learning style. Therefore, the teacher should focus on the design of homework to cultivate students' awareness and habit of doing things diligently. For example, teachers can ask students to draw moving scenes from textbooks, or beautiful landscapes, through their own imagination, or describe them through their own understanding, which will not only enhance students' hands-on skills and awareness, but also further improve the quality of their language. For students in higher levels, you can design theme-based group learning assignments, where students can choose their favorite topics, divide the work in groups, consult information, discuss the content, and finally present the learning results.

3.2.4. Focus on evaluativeness

Teachers should play the role of homework evaluation in promoting students' potential, personality and creativity, so that each student has self-confidence and the ability to develop continuously. In the study of homework evaluation, we should advocate diversified evaluation to meet the needs of students' development, truly play the guiding role of evaluation, make evaluation become the motivation of students' learning, and promote the improvement of students' comprehensive application ability. The new curriculum concept emphasizes the motivational role of assessment, promoting students' development and cultivating their inquisitiveness through multiple assessments. There are many ways to evaluate assignments, and even if the same type of evaluation is used, different forms of presentation can be used. For example, assignment presentations include story exchanges, audio recordings, charts, handwritten reports, poster or card presentations, and so on. The process of students evaluating each other is also a process for students to identify problems, consolidate their knowledge, improve their discriminatory skills, and develop their reading and evaluative skills. Positive and effective evaluation of homework can enhance students' sense of achievement in English learning, stimulate their continuous interest in learning, and form their intrinsic motivation to learn.

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