

Research on the Teaching Design of Primary School Chinese Learning Task Groups Based on Situational Education

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Abstract: Li Jilin's situational education regards children as the main body of learning, makes full use of the created situations, constantly constructs Chinese learning content, and enables students to carry out learning activities in specific and real situations. *Chinese Curriculum Standards for Compulsory Education (2022 Edition)* proposes to enhance the situational and practical nature of curriculum implementation and promote the reform of learning approaches. Based on this, combined with Li Jilin's idea of Situational education, the teaching design of the lesson *The Destruction of the Yuanmingyuan Park* can enable students to learn knowledge deeply in the situation and gain rich emotional experience, which can provide reference and significance for primary school Chinese reading teaching.

Keywords: Situational Education; Primary School Chinese; Teaching Design

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1. Introduction

Chinese Curriculum Standards for Compulsory Education (2022 Edition) points out that the Chinese curriculum is not only to teach students basic knowledge, the implementation of the curriculum is more practical, so the Chinese curriculum should be more from the actual life of the students, to real life scenarios to drive the students' interest in learning, and through the continuous creation of diversified learning situation, and the use of task-driven to guide the students' learning. Adopt a task-driven approach to guide students' learning and improve their Chinese literacy^[1]. Professor Li Jilin's Situational Education also proposes that children should be regarded as the main body of learning, and that they should be able to integrate children's life realities into specific Chinese learning activities, guide children to make full use of the learning resources around them, and continuously construct the content of their Chinese learning^[2]. Creating situations in the primary school Chinese curriculum, so that students can learn in a specific and real situation, can maximise the broadening of the students' learning space and educational space, so that the students' learning content is not only limited to the textbook itself, but also integrated into the educational situation, resonance, and deepen the understanding of the content of the teaching materials, and truly complete the cognitive development and emotional experience of the unity of the learning process through the use of the Situational educational methods Let children truly integrate into the Chinese classroom, become the master of Chinese learning, and then achieve the purpose of students to promote the overall development of students. To this end, this study is based on Professor Li Jilin's theory of "Situational education", and takes the text "The Destruction of the Yuanmingyuan" in the first book of Grade 5 as the carrier for teaching design, to explore how to apply the concept of Situational education to design the teaching mode of learning task groups in primary school Chinese reading teaching.

2. Value the significance of situational education applied to the teaching of *The Destruction of the Yuanmingyuan Park*

2.1 Creating emotional space and implementing the requirements of learning task groups

"Situational education" emphasises children as the main body of classroom learning, makes full use of the

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surrounding learning resources, and creates sufficient space for children to experience emotions, based on which students can enrich their Chinese accumulation and emotional experience in the space. The Chinese Curriculum Standard for Compulsory Education (2022 Edition) points out that students should be able to learn knowledge in concrete and real Chinese practice activities, gain emotional experience, perceive and grasp the ideological content of the article as a whole, and be able to express their thoughts and feelings effectively in the situation of their own lives. Therefore, the integration of "situational education" into the teaching process of *The Destruction of the Yuanmingyuan Park* not only conforms to the characteristics of children's psychological development, but also enriches the students' feeling of Chinese and text, and draws the students closer to the psychological distance of the distant historical events through the context, but also enables the students to better fulfil the requirements of the standards of the compulsory education curriculum, so that the students can experience the complexity of the complexity of the text and the complexity of the text and the complexity of the text and its content. Experience the complex feelings of indignation and regret presented in the text.

2.2 Strengthen the dominant position of students' learning and stimulate their internal learning motivation

With the development of society, the idea of students as the main body of learning is also gradually recognised by the general public. This concept is not only the recognition of students' learning ability, but also an important theoretical basis for stimulating students' internal learning motivation. Professor Li Jilin has pointed out that it is important to be able to use a variety of means to integrate knowledge and create optimised situations related to the teaching materials to make teaching lively and interesting. Help students understand the text, use role effects, change passive acceptance into active exploration, and stimulate internal drive for learning^[3]. For this reason, in the teaching process of *The Destruction of the Yuanmingyuan Park*, setting up adequate and properly articulated contexts for classroom teaching objectives tasks can help children in solving contexts tasks to constantly exercise the use of Chinese, information processing, cooperation and communication and other abilities, and then deepen students' understanding of Chinese cultural values and national spirit, and enhance students' cultural identity and self-confidence in the nation.

3. Analysis of the teaching design of Situational education applied to *The Destruction of the Yuanmingyuan Park*

The Chinese Curriculum Standards for Compulsory Education (2022 Edition) emphasises that Chinese teaching should not only focus on the education of Chinese elements, but also on the guidance of Chinese cultural identity. Teacher Li Jilin suggested that teaching design should inspire children to enter the situation, and break the stereotype of programmed thinking to guide children to innovate in the situation^[4]. Therefore, the teaching design of the lesson *The Destruction of the Yuanmingyuan Park* based on Situational education should change the bitter, complicated, and dead state of students in learning Chinese, inspire students' sense of ownership in the classroom, and carry out exploratory learning with students as the main body. At the same time, it is necessary to improve Chinese literacy by solving the problems in the situation, deepen students' learning and understanding of Chinese culture, stimulate students' strong patriotic spirit, and cultivate students' sense of historical responsibility.

3.1 Analyse teaching resources and determine teaching methods

An analysis of the text *The Destruction of the Yuanmingyuan Park* shows that this text is included in Unit 4 of Volume 1, Grade 5 of the unified primary school Chinese textbooks, the unit of humanities theme through the Ai Qing poetry of a sentence to express a strong "patriotism", the unit mainly consists of four articles, the articles of the subject matter is not the same, but through a variety of forms of subject matter to express the patriotic spirit of the motherland. A variety of forms of themes to express the love of the motherland and hope that young people dare to take on the mission of "revitalising the motherland", in combination with the elements of the Chinese of the unit can be seen, the content of this unit of study hope to guide the students to learn the content of the text, to understand the connotation of the article's main theme, and to appreciate the predecessors love the motherland, to defend the

motherland's spirit.

The text *The Destruction of the Yuanmingyuan Park* recorded in the background of the events of the second Opium War in 1860, this era is a long time from now, and the heritage is seriously damaged, the former grandeur is difficult to reproduce, for the article describes the Yuanmingyuan Park "brilliant architecture" of the scene, the students can only stay in the text and drawings to experience, although the text has been the former glory of the Yuanmingyuan Park contrasted with the devastation after the destruction, but the subsequent study of the last part of the content, because they have not experienced it, it is difficult to produce a deeper understanding. Although the text has been the former glory of the Yuanmingyuan Park and the destruction of the devastation of the contrast, but in the subsequent study of the last part of the content, due to the lack of real experience, it is difficult to produce a more in-depth understanding of the Chinese expression is superficial, the lack of the article of deep emotional experience and perception, so how can we make the students learn this lesson to stimulate the students' sense of responsibility for the history of the revitalisation of China's mission needs to be supported by the relevant information. The information needs to be assisted. Based on this, to make full use of the current learning resources, you can use relevant information, videos, scenarios, and other methods of interpretation, the introduction of contextual information before the class, the students in the class to explore the task of supplementing the key information information, the end of the course to help students will be the effective and reasonable use of the information learnt in the lesson, which will help the students to deeply understand the historical and cultural value of the Yuanmingyuan Park, to enhance their aesthetic ability, to exercise the students' Chinese and thinking skills, and to enhance their understanding of the history and culture of the Yuanmingyuan Park. Chinese use and thinking ability enhance the sense of identification with Chinese culture^[5]. Therefore, the Li Jilin teacher's Situational teaching method into the various stages of learning tasks more able to let students empathy, so that students in the situation of learning, inspire students to revitalise the sense of responsibility for the history of China, to cultivate the spirit of patriotism, set up the cultural self-confidence of students, and ultimately the implementation of the fundamental task of moral education.

3.2 Create a learning situation and design the teaching process

In the previous teaching process, there is no lack of use of "Situational teaching" curriculum design, but most of them are used in the classroom in a certain part, for this reason, in the design of teaching try to the whole class as a big situation, to "heritage home" as the main line throughout, in the main line, according to the students' current learning, the main line of the students' current learning. In the main line, according to the current learning level of students, the design of teaching tasks in stages to achieve the learning objectives of the lesson, the only way to complete the current task is to continue to the next task.

For the current situation, the fifth-grade students can already make simple abstract generalisations, treat things with their ideas, and be able to accurately express their views on the relevant things; specific to the Chinese learning aspect, has been initially with the silent reading of the text, the ability to perceive the content of the text and the ideological feelings, and some of the children have been able to carry out the assumption of the ability to scenarios, but for the analysis of the ability to focus on key words and phrases is insufficient, and still need to be teachers to be. In terms of the overall differences between students, there are mainly different basic knowledge mastery between students and students, different ways of thinking and other phenomena, so in the design of learning activities, to take into account the learning situation of different students. Based on this, students can be informed of the pre-study task in advance, and invited to collect information about what happened around 1860 in Chinese history, to understand the situation of the country at that time, and to prepare for the discussion and presentation in class.

Firstly, we can introduce the theme of "letters home" into the teaching situation, inviting students to think about where these letters came from and where they were sent to. Where were they sent? Does the address still exist? Introduce the first learning task of this lesson: to understand the "splendour of the home" that is, the splendour of the

Yuanmingyuan Park, in this task, through the letters of home mentioned in the address of the letter "clues" to explore, learn he exquisite features of the Yuanmingyuan's architecture, the layout of the ingenuity and the variety of cultural relics; design learning task two. Design learning task two: to find out why "home" is no longer there. Study the last natural paragraph of the article, through the method of grasping the key words, understand the evil deeds of the Anglo-French allied forces, combined with the first learning task, experience the "fire burned for three days", "ashes" and other key words expressed in the article emotion; design learning task three: Review the history and look forward to the future. Combined with the learning content in the article reading link, think about what kind of situation China might face at that time. Understand why the Qing government did not step in to organise it, and through this question, lead students to think for themselves, what should we do in today's society to take the cultural relics home? In this way, to stimulate students' sense of historical responsibility, establish cultural confidence, and ultimately implement the core literacy requirements.

3.3 Design hierarchical homework, and achieve consistency among teaching, learning and assessment with timely feedback

Through the design of three levels of progressive learning tasks, students can be guided in a specific situation step by step to understand the ideas and feelings expressed in the article, the article's opening "immeasurable" have a deeper understanding, but also more able to deepen the students' understanding of the content of this article, but also allows students to reflect on the learning process, to enhance the ability to think! The students will also be able to deepen their understanding of the content of this article. For the different learning abilities of students, the use of layered homework design to adapt to the needs of different students, truly tailored to the needs of teaching. The first level of homework for the basic consolidation class, through the "Yuanmingyuan Park Knowledge Contest" as the main theme, to attract students to consolidate what they have learnt today, aimed at testing the mastery of the basic knowledge of the text, such as the architectural features of the Yuanmingyuan Park, the British and French forces, and other key information on the memory and understanding. The second tier of assignments for the expansion and extension of the class, such as through research or access to information, to learn more about the historical events or modern protection of the Yuanmingyuan Park, as well as China's efforts in other areas of how to recover lost cultural relics, please students for the current status of the Yuanmingyuan Park, combined with the national conditions of China, think about the Yuanmingyuan Park whether there is a need to rebuild, which is aimed at enhancing the students' ability to expand their thinking and can do the classroom to learn and practical situation. The purpose is to enhance the students' ability to expand their thinking, to truly combine what they have learnt in the classroom with the actual situation, and to further cultivate their cultural self-confidence and sense of historical responsibility in practice. In order to deepen students' understanding of the emotion of the article and the importance of heritage conservation.

Current education has always emphasised the integration of "teaching and assessment", so the implementation of graded homework also needs to be carried out on different levels of students to provide corresponding feedback, so that the whole course is more complete. For the basic consolidation of homework, teachers can correct students' knowledge blind spots through classroom corrections and explanations, to ensure that every student can solidly grasp the basics. For the analysis of the extension of the class work, the teacher can be shared through the classroom or group discussions, encourage students to show their research results, to promote communication and cooperation between students, while teachers can also understand the depth and breadth of the students' knowledge of the expansion of the combination of specific evaluation criteria, the students to give an objective and comprehensive evaluation, in the affirmation of the results of the student's efforts at the same time pointed out the direction of the improvement, to help students continue to make progress. Help students make progress. Teachers should adjust the difficulty and type of assignments according to the different learning outcomes of students when giving effective feedback on students' assignments, to ensure that the assignments are always close to the actual learning of students, and to stimulate their interest and enthusiasm in learning. Through the design and implementation of such

assignments, not only can they effectively improve students' Chinese literacy, but also cultivate their independent learning ability, creative thinking ability, and teamwork ability, laying a solid foundation for the overall development of students.

4.Conclusion

The situational education advocated by Professor Li Jilin has demonstrated its unique value in primary school Chinese teaching practice. In particular, when teaching *the destruction of the Yuanmingyuan park*, a historical text, the carefully constructed learning situation not only effectively promotes students' in-depth understanding of the content of the text, pulls in the connection between students and the textbook, but also triggers a strong resonance in the emotional level of the students, deepening their perception and thinking about the historical events. The use of this teaching strategy can promote the comprehensive enhancement of students' core qualities, truly realise the unity of the instrumental and humanistic nature of the Chinese discipline, and lay a solid foundation for students' lifelong learning. Li Jilin's Situational teaching method provides innovative teaching concepts and practical paths in the field of primary school Chinese teaching, and its research results and practical applications are worthy of in-depth exploration and extensive promotion by educators.

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