

Research on the Design of Primary School Chinese Homework Under the Background of "Double Subtraction"

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Abstract: In order to effectively reduce the workload of primary and secondary school students and the burden of off-campus training, and promote the effective improvement of the teaching and education level of schools at all levels and types, the General Office of the Central Committee of the Communist Party of Opinions on Students' Homework Burden and Off-campus Training Burden" (referred to as "double reduction"). Students' homework practice is a supplement and continuation of classroom teaching, which can consolidate and promote the quality of students' learning. This paper analyzes some problems in the design of primary school Chinese homework from three aspects, such as homework volume, homework type, and homework arrangement, and puts forward corresponding strategies for the optimization path of primary school Chinese homework design under the background of "double reduction".

Keywords: Primary School Chinese; Homework Design; Existing Problems; Coping Strategies

Introduction

As a supplement and continuation of classroom teaching, homework exercises can consolidate and promote students' learning quality. However, in the concrete teaching practice, many teachers devote themselves to the exploration of classroom teaching curriculum reform, while students' homework does not give due attention, sometimes it seems to be only a kind of ornament and decoration. The form of students' homework is single, the content is narrow, seriously divorced from the reality of pupils' life. Some Chinese teachers sometimes "assign homework to meet the teaching inspection" and students "complete homework to meet the teacher's task". Homework seems to be an insignificant teaching link between students and teachers. With the growth of pupils' age and mental development, teachers should pay attention to the cultivation of students' awareness of learning responsibility. Students should be urged to form a good habit of completing homework. Under the guidance of the concept of curriculum reform and under the background of "double reduction", what characteristics should the design of primary school Chinese homework present? How to reduce the total amount and time of students' homework and reduce the heavy homework burden of students?

1. The shortcomings of primary school Chinese homework design

1.1 The total amount of Chinese homework is moderate, but the total amount of homework is ignored

On July 24, 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in Compulsory Education, clearly proposing to strictly control students' study time and homework amount in school. Primary school students should spend no more than six hours in school, and fifth - and sixth-grade students should have no more than one hour of homework a day. However, although the amount of Chinese homework in primary schools around the country is moderate, the total amount of homework is large, and the average completion time is about three hours, much more than the regulations of relevant departments, which is not conducive to the healthy development of pupils' physical and mental health.

1.2 Single type of Chinese homework, but ignore students' interests

Homework is the teacher in the classroom after the student training, consolidation activities, its purpose is to review the students just learned Chinese knowledge. Generally speaking, teachers are used to assigning assignments based on mechanical transcription to students in lower grades, which is monotonous in form and boring in content, and completely fails to reflect the unity of humanistic and instrumental Chinese learning. In addition to transcribing, the homework of other grades is mainly written work of sentence extraction, paragraph recording, enlargement, imitation and writing fine sentences, etc., while for some oral, operational, practical (such as extracurricular reading, film and television, visiting, sightseeing) homework rarely involved. Chacha City these unwritten assignments, often can arouse great attention and interest of students. Teaching practice shows that when students' homework fails to gain students' love and recognition and arouse students' interest, such homework will affect students' learning efficiency of the subject to a large extent.

1.3 Chinese homework design is agreed, but students' differences are ignored

At present, most of the primary school Chinese homework is still the traditional unified design, unified requirements, no stratification, no gradient. In real life, every student's intellectual development and personality characteristics are different, and their thinking ability and understanding ability also have obvious differences. However, our teachers ask all the students in the class to complete the same homework. The design and arrangement of Chinese homework do not vary from person to person. They teach students according to their aptitude. For students with poor learning basis, if the difficulty of the homework is too high, it will undoubtedly increase their fear of the homework, and then prompt them to give up the behavior. When controlling the teaching progress, teachers should pay attention to observe the intellectual factors and non-intellectual factors of students, and carefully design scientific and reasonable homework that is conducive to the development of students at all levels.

2. Primary school Chinese homework design strategy

Primary school Chinese homework design can use the following strategies

1. Make the homework design into life, so that the Chinese homework becomes the motivation for students to pay attention to life.

Mr. Tao Xingzhi has long put forward the educational thought of "life is education". Education comes from life. Our education is to let students better adapt to life, into life, create a new life. Therefore, teachers should try their best to explore the rich educational resources in students' life, so as to improve the students' language learning and application level, so that everyone can understand the truth of being a man for learning. "Compulsory education Chinese curriculum standards" pointed out that students should work "from the perspective of students familiar with life and in line with students cognition, choose the students around, interested in things as material, let students do the master of learning, choose their own level of work to practice to think, so as to stimulate students' interest in learning and motivation, enhance the confidence of students to learn mathematics".

For example, there was a public welfare advertisement in the TV program: a primary school student saw his mother washing feet for his grandmother, so the primary school students also learn to play a pot of water to wash feet for his mother... Teachers on the basis of this educational resources cleverly designed a homework: to go back to mom and dad or grandparents and so on to wash a foot, and then on the basis of this to write a "foot washing" as the title of the observation diary.

This kind of Chinese homework for students to put forward specific life homework, in addition, teachers can also assign students to use the library or the Internet after class to look up the relevant knowledge learned in class, expand the scope of students' knowledge in practice. Students experience in life, acquire knowledge in games, explore and learn in cooperation, appreciate the ancient and modern times in reading, visit mountains and rivers in travel, travel through time and space on the Internet... Far more interesting than just a written assignment.

Take the intensive reading text Egret in Unit 1 of Volume 1 of Chinese in Grade 5 of Primary School as an example, the Egret written by Mr. Guo Moruo is both in quality and beautiful. In Mr. Guo Moruo's vivid description, egret is a poem. Its proper color, exquisite figure, and charm when foraging, roosting and flying all show the author's love and praise for it. Our school is located in Jiangnan water town, lakes dotted, rivers and ports crisscross the roost with many small fish and shrimp for food egrets. After

compiling the first volume of the fifth grade "Egret" text, in the course of homework, teachers can ask students to go back to look for observation egret flying, hunting scene and take mobile phone photos (or video or photos), at the same time search the Internet related to egret pictures and ancient poems to share and read with students. We showed strong interest and enthusiasm for such Chinese homework which is full of life interest. When reporting their completed work, some showed their photos of egrets flying elegant posture; Some recited the ancient poem they had collected: "Egrets fly in front of the Xisai mountains, peach blossoms stream mandarin fish fertilizer." ", "Two orioles singing green willow, a line of egrets on the blue sky. If you like painting, you can draw a picture of an egret flying across the water. Such homework design is static and dynamic, so that every student can find a platform to play their own strengths, show their unique talents. It effectively inspires their love of life, love of nature, love of wild animals.

2. The precision of homework design makes Chinese homework a paradise for students to reduce burden and increase efficiency

The requirement of the national "double reduction" policy is to "categorize and clarify the total amount of homework", so the restrictions on the total amount of homework for primary school students can undoubtedly effectively reduce the workload of students. The first and second grade pupils are not required to assign written homework, but can only arrange some consolidation exercises after school; For written work in grades three through six, the average completion time is required to be no more than one to two hours (increments).

When designing Chinese homework, Chinese teachers should consult with all teachers in the class in advance. First, they should ensure that the teaching progress is not affected. Second, they should ensure that the time for students to complete all the homework cannot exceed the required time. In addition, all teachers can jointly discuss a "no homework day". If there is a lot of homework in other subjects, Chinese homework can be reduced or not assigned accordingly, not only to reduce the homework burden of students, but also to balance the homework time of students.

The precondition for the control of the amount of work is not to lower the academic performance of students. In order to achieve this goal, teachers should do something about the quality of homework, do "reduce the quantity" and not "reduce the quality", and work hard on the precision of homework design.

The core mechanism of homework design precision is measurement assisted learning. The development and popularization of modern society informatization provides strong technical support for the precision of homework design management for primary school students. We can make use of big data to make the data recording and statistics generated in the process of students' homework more accurate and reliable. After assigning homework, teachers can accurately identify each student's demand for homework quantity and completion characteristics through the collection and analysis of the whole process of students' homework data, which lays a foundation for the precision of primary school Chinese homework design.

The precision of job design is firstly reflected in the accurate grasp of learning situation. If the understanding of students' learning situation is not clear, the teacher can not determine the key and difficult points of teaching. The precision of job design is based on less but better. In the concrete practice process, teachers can encourage students to design their own homework, which is to achieve precision through individuation in a sense. Students give themselves whatever homework they want.

For example, after teaching three ancient poems in Unit 1 of the second volume of the fourth grade edition, teachers delegated the right to independently design homework to students. Teacher: We finished learning Yang Wanli, Fan Chengda, Xin Qiji after these three ancient poems, we are going to give ourselves a design of what homework? A: I want to copy these three ancient poems and then recite and write them by heart. B: I want to write these three ancient poems in modern language. C: I'd like to draw them on the basis of these three ancient poems. Ding: "Four Hours of Pastoral Miscellany" is a set of poems. I want to collect other poems of this poet to look at. Shenge: I like Yang Wanli's poems, especially the poem "Xiaochi". My mother let me recite it when I was a child. I want to find out all the similar poems... Teacher: Students, the homework designed by ourselves is more wonderful than that designed by the teacher. After finishing the homework designed by yourself, please choose one or more homework designed by other students that you like and are interested in. There is no limit to the number. You can finish the homework together with the designer, or you can improve the homework of the designer.

Such Chinese homework is the most natural state of learning in the minds of students, truly reflects that students are the subject of learning, to achieve individualized teaching, personality development, so that every student can gain success in learning, experience

happiness, and then fall in love with Chinese.

3. The homework design is stratified, so that the Chinese homework becomes the attempt of students to publicize their individuality

Each student's physical and mental development characteristics are different, their thinking ability, listening and speaking ability and reading and writing ability also have obvious differences. Therefore, Chinese teachers must pay attention to the diversified needs of different students, explore and practice in various ways, and try their best to explore the potential language ability of students, so as to realize the diversification of talent training. Therefore, in the process of hierarchical design of Chinese homework, we must design different forms and contents of homework for different students, so that primary school Chinese homework wonderful "layer", no longer single.

In order to enable all students to make progress and improve from hierarchical assignment, teachers can divide all students into three levels: layer A, layer B and Layer C according to their usual academic performance, classroom performance and possible learning potential. Among them, students at level A have high IQ, flexible mind, strong receptivity, a wide range of reading, independent learning, problem analysis, problem solving ability; The students in Layer B have certain language application ability, medium learning attitude and weak learning initiative. The main reasons for the unsatisfactory performance of these students are poor non-intellectual factors and lack of hard work spirit in study. On the other hand, the students of Layer C are obviously at a relatively low level of intelligence and non-intelligence factors, with average acceptance ability and difficulty in completing daily homework. Then, assignments of different difficulty are designed for students at these three levels, with A as extension level, B as improvement level and C as foundation level. For extension level students, we can appropriately reduce the amount of objective homework, so that they can have more spare time, participate in social practice activities, increase the amount of extracurricular reading, solve the problem of "insufficient food", forage for food by themselves, and realize their own creative development. In addition to completing the learning objectives of their own level, the students should also try their best to achieve the A-level goals. For students at C level, the amount of homework should be reduced or the difficulty of homework should be reduced, and they should do some simple repetitive and interesting homework such as copying words and words, reciting and writing. Make these "poor students" easy to learn, happy to learn, solve their "can't eat" problem. Encourage them to strive towards Level B while completing the most basic learning tasks.

For example, the fourth grade edition of the second volume of the "little hero rain" lesson after the completion of the teaching task, the teacher can design three kinds of homework: first, copy the little hero rain to brave words. Second, read the text with expression and tell the story of rain to the students. Third, according to the story, write a paragraph "rain and I compared childhood". The first type of work is the accumulation of language; The second kind of homework is oral training; The third assignment requires students to learn the writing skills of the text, connect with their own life creation, improve the written expression ability. The difficulty of these three types of questions gradually increased, respectively adapted to the learning needs of students at three different levels. In this way, Chinese teachers are required to use scientific methods to design hierarchical homework, taking into full consideration the individual differences of each student. Chinese hierarchical homework should be able to mobilize the learning enthusiasm of all students, so that students at every level can be promoted and developed through hierarchical Chinese homework.

Conclusion

The optimal design of primary school Chinese homework under the background of "double minus" needs to establish a large view of Chinese learning. Teachers should let students out of the school gate, out of the classroom, out of the book, into life, to nature, to self, this is not only the basic idea of curriculum reform, but also the basic path of education to realize humanization, naturalization, life. In this context, Chinese teachers must pay attention to life, precision and stratification in homework design. On the premise of ensuring the quality of Chinese homework, they should reduce the number of homework and enrich the forms of homework, so that students can complete their homework in a lightening and efficient manner, consolidate knowledge and improve ability.

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