

Research on Teaching Strategies of Group Reading in Primary Chinese based on Learning Task Group

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Abstract: This paper aims to explore the teaching strategy of group reading in primary school Chinese language education based on learning task groups. Through the construction of theoretical framework or conceptual model, the design and implementation of this teaching strategy are systematically expounded. Firstly, an overview of primary school Chinese language education, group reading teaching, and learning task group theory is provided, laying a theoretical foundation for the subsequent research. Then, the design principles, implementation steps, and preparation of teaching resources for the teaching strategy based on learning task groups are elaborated in detail. In the results section, the impact of this teaching strategy on students' reading levels and learning outcomes is analyzed. Finally, in the discussion and analysis section, the effectiveness of the teaching strategy is analyzed and evaluated, and comparisons with previous studies are made, along with prospects for future research. The conclusion summarizes the main findings of the study and discusses its contributions and implications for primary school Chinese language education, providing suggestions and insights for improving teaching practices.

Keywords: Primary School Chinese Language Education; Group Reading Teaching; Learning Task Groups.

1. Introduction

With the continuous evolution of educational concepts and the increasingly development of educational technology, primary school Chinese language education plays a crucial role in cultivating students' comprehensive language abilities and reading literacy. Group reading, as an important part of primary school Chinese language teaching, not only helps students broaden their reading horizons and enhance their reading interests but also cultivates their literary appreciation and critical thinking abilities. However, a common issue in current primary school Chinese language education is the singularity of teaching strategies and student learning tasks, leading to low teaching effectiveness and student motivation. Therefore, it is necessary to explore a teaching strategy for group reading in primary school Chinese language education based on learning task groups to improve teaching effectiveness and student motivation. This paper aims to systematically expound the design and implementation of the teaching strategy for group reading in primary school Chinese language education based on learning task groups through the construction of theoretical framework or conceptual model. Firstly, it will start with an overview of primary school Chinese language education to discuss the role and significance of language education in cultivating students' comprehensive language abilities. Then, it will review the relevant theories and practices of group reading teaching, as well as the application of learning task group theory in the field of education. Subsequently, it will elaborate on the design principles, implementation steps, and preparation of teaching resources for the teaching strategy based on learning task groups. In the results section, the impact of this teaching strategy on students' reading levels and learning outcomes will be analyzed. Finally, in the discussion and analysis section, a deep analysis and evaluation of the effectiveness of the teaching strategy will be conducted, along with comparisons with previous studies and prospects for future research. Through this research, we hope to provide theoretical support and practical insights for improving

teaching practices in primary school Chinese language education, promoting the comprehensive development of students' language abilities and reading literacy.

2. Primary School Chinese Language Education Theory and Overview

2.1. Overview of Primary School Chinese Language Education

Primary school Chinese language education is an integral part of basic education in China, bearing the important mission of nurturing students' language proficiency, literary literacy, and thinking qualities. In educational practice, primary school Chinese language education not only involves the process of imparting language knowledge but also guides students to understand and appreciate literature and contemplate the meaning of life. The aim of primary school Chinese language education is to cultivate students' language expression, language application, and language appreciation abilities, enhancing their language proficiency and literary cultivation. Through Chinese language education, students not only acquire basic language knowledge and skills but also cultivate aesthetic sentiments, thinking qualities, and moral emotions, laying a solid foundation for their comprehensive development. The content of primary school Chinese language teaching is diverse, including the imparting of language knowledge, reading of literary works, and cultivation of writing skills[1]. In terms of teaching methods, it emphasizes teaching according to students' aptitude, inspiring their thinking, encouraging active participation in learning, and cultivating their autonomous learning ability and creative thinking. With the development of information technology and the renewal of educational concepts, primary school Chinese language education is also continuously innovating and developing. In the future, Chinese language education will focus more on personalized, diversified, and lifelong development, aiming to cultivate talents with comprehensive development to adapt to the rapid changes in society and the economy. As an important part of cultivating

students' comprehensive qualities, primary school Chinese language education requires teachers to continuously explore teaching methods and educational concepts to promote students' comprehensive development.

2.2. Overview of Group Reading Teaching

Group reading teaching is an essential part of primary school Chinese language education, aiming to cultivate students' literary appreciation, aesthetic sentiments, and comprehensive language abilities by organizing them to read literary works of different types and styles. Group reading teaching emphasizes students obtaining information, experiencing emotions, and experiencing life from various literary works, thereby enhancing their thinking qualities and humanistic literacy. The content of group reading teaching covers various types and forms of literary works such as poetry, prose, novels, and fables. By selecting representative and typical literary works, students are guided to read deeply and think profoundly, enriching their reading experience and taste. Group reading teaching emphasizes student-centeredness and focuses on stimulating students' reading interests and motivations. Teachers can use various teaching methods such as explanation, guidance, discussion, and interaction to guide students to actively participate in reading activities and improve their literary appreciation and language expression abilities. Group reading teaching aims to cultivate students' comprehension, appreciation, and evaluation abilities of literary works, enhancing their aesthetic sentiments and humanistic literacy. At the same time, it also helps promote the development of students' language expression abilities, logical thinking abilities, and interdisciplinary comprehensive abilities. Group reading teaching helps broaden students' horizons, enrich their life experiences, cultivate their emotions and sentiments, and enhance their humanistic care and social responsibility. Through group reading teaching, students can not only improve their language proficiency and literary literacy but also cultivate habits and abilities for lifelong reading, laying a solid foundation for their lifelong development. In summary, group reading teaching plays an important role in primary school Chinese language education[2].

3. Theoretical Framework or Conceptual Model

3.1. Overview of Theoretical Framework or Conceptual Model

In this study, we will construct a theoretical framework or conceptual model based on learning task groups to guide the design and implementation of group reading teaching strategies in primary school Chinese language education. The theoretical framework or conceptual model aims to integrate relevant theories from the fields of primary school Chinese language education, group reading teaching, and learning task group theory, providing effective teaching guidance for teachers and promoting the enhancement of students' comprehensive language abilities and reading literacy. We will first conduct a comprehensive analysis and integration of primary school Chinese language education, group reading teaching, and learning task group theory, extracting key concepts and relationships to establish a complete theoretical framework. The framework will include elements such as teaching objectives, teaching content, teaching methods, and teaching evaluation, as well as their interactions and influence

relationships. Based on the theoretical framework, we will further design a specific conceptual model to describe the relationships among student groups, learning task groups, and teaching strategies. The conceptual model will be presented graphically, clearly demonstrating the connections and mechanisms of action between each concept, providing intuitive guidance for teaching practice. This theoretical framework or conceptual model features comprehensiveness, systematicity, and practicality, effectively guiding teachers in carrying out group reading teaching practices in primary school Chinese language education. Through the application of the theoretical framework or conceptual model, teachers can better understand students' learning needs and characteristics, design teaching strategies that cater to their personalized development, and improve teaching effectiveness and learning outcomes. In summary, this study will construct a theoretical framework or conceptual model based on learning task groups to provide new ideas and methods for the practice and theory of group reading teaching in primary school Chinese language education. In the subsequent research, we will delve into the specific content and application methods of this theoretical framework or conceptual model to enrich educational theory and teaching practice[3].

3.2. Construction Process of Theoretical Framework or Conceptual Model

Constructing a theoretical framework or conceptual model based on learning task groups is a systematic process that requires integrating relevant theories and gradually establishing a logically rigorous and practical framework or model. The following are the main steps of the construction process: Comprehensive integration and consolidation of relevant theories in the fields of primary school Chinese language education, group reading teaching, and learning task group theory. Through literature review and theoretical analysis, internal connections and mutual influences among various theories are sorted out to lay the foundation for constructing a theoretical framework or conceptual model. Extraction of key concepts and clear definition and explanation of these concepts. These key concepts include learning task groups, teaching objectives, teaching content, teaching methods, and teaching evaluation, which constitute the basic elements of the theoretical framework or conceptual model. Establishment of relationships and connections among various concepts. By analyzing the inherent connections and interactions among various concepts, the logical relationships and dependencies among them are determined. These relationships include causal relationships, influence relationships, and interaction relationships, which contribute to constructing a complete theoretical framework or conceptual model. Design and optimization of the structure of the theoretical framework or conceptual model. This includes determining the hierarchical structure, organizational form, and logical framework of the model to ensure that it is clear, concise, and easy to understand[4]. Validation and adjustment of the constructed theoretical framework or conceptual model. Through practical teaching practice and data analysis, the effectiveness and feasibility of the model are tested, and problems and deficiencies are discovered and corrected to make the model more closely aligned with the actual teaching needs and educational practices. Through the above construction process, a theoretical framework or conceptual model based on learning task groups can be established,

providing theoretical guidance and methodological support for the design and implementation of group reading teaching strategies in primary school Chinese language education.

4. Primary School Chinese Group Reading Teaching Strategies Based on Learning Task Groups

4.1. Strategy Overview

The primary school Chinese group reading teaching strategy based on learning task groups is an instructional approach tailored to students' personalized learning needs and ability levels. It aims to enhance students' reading interest, reading ability, and reading effectiveness by organizing learning task groups rationally. This teaching strategy breaks through the singularity and rigidity of traditional teaching models, emphasizing teaching according to students' aptitude and guiding them flexibly to fully utilize their initiative and creativity, thus promoting their comprehensive development. In this teaching strategy based on learning task groups, it is essential to first clarify teaching objectives, specifying the desired reading abilities and levels to be achieved. Teaching objectives should be specific, achievable, and aligned with students' learning characteristics and developmental needs. Subsequently, different types and difficulty levels of learning task groups should be designed based on students' cognitive levels, learning interests, and learning objectives. These task groups can be categorized and organized according to the nature, content, and requirements of tasks to meet students' personalized learning needs. During the teaching process, a variety of teaching methods should be flexibly employed to stimulate students' learning interests and motivation. Teachers can combine methods such as explanation, guided reading, discussion, and practice to guide students to actively engage in reading activities, thereby enhancing their reading comprehension and expression abilities. Emphasizing students' autonomy, the teaching strategy based on learning task groups encourages their involvement in task selection and design. Teachers can stimulate students' self-directed learning awareness and motivation through guided reading, questioning, and other methods, fostering their self-consciousness and learning abilities. Finally, comprehensive evaluation and reflection on the teaching process and teaching effectiveness are necessary. Teachers can assess students' learning situations and progress through regular quizzes, homework evaluations, and classroom observations, adjusting teaching strategies promptly to improve teaching effectiveness and learning outcomes. In summary, the primary school Chinese group reading teaching strategy based on learning task groups focuses on personalized teaching and teaching according to students' aptitude, aiming to enhance students' reading literacy and comprehensive language abilities, thus providing new ideas and methods for the improvement and development of primary school Chinese education.

4.2. Implementation Steps

The implementation of the primary school Chinese group reading teaching strategy based on learning task groups requires following a series of steps to ensure smooth teaching processes and achieve teaching effectiveness. The main steps for implementing this teaching strategy are as follows: Clearly define teaching objectives, including aspects such as improving students' reading abilities and cultivating literary

appreciation skills. Teaching objectives should be specific and clear, aligned with students' learning needs and teaching requirements. Design different types and difficulty levels of learning task groups based on teaching objectives and students' actual situations. Task group design should include aspects such as task content, task format, and task requirements to meet students' personalized learning needs. Prepare various teaching resources, including textbooks, teaching aids, multimedia materials, etc., to ensure the adequacy and effectiveness of teaching resources to support the smooth progress of teaching processes. Select appropriate teaching methods based on the design of learning task groups and the preparation of teaching resources. Various teaching methods such as explanation, guided reading, discussion, and practice should be flexibly applied to stimulate students' learning interests and improve teaching effectiveness. Organize students to participate in various learning activities, including task introduction, task implementation, and task summary. Teachers should arrange the content and time of learning activities reasonably according to students' learning situations and task requirements, guiding students to actively participate and improving learning effectiveness. Regularly collect students' learning feedback information, including learning situations, learning experiences, learning difficulties, etc. Through methods such as classroom observation, homework evaluation, and learning diaries, understand students' learning situations, adjust teaching strategies promptly, and improve teaching effectiveness. Conduct comprehensive evaluation and summary of the teaching process and teaching effectiveness. Teachers should evaluate the degree of achievement of teaching objectives based on students' learning situations and teaching objectives, summarize teaching experiences and lessons, and provide references and insights for future teaching practices. Through the above implementation steps, the primary school Chinese group reading teaching strategy based on learning task groups can be effectively implemented, achieving good teaching results and promoting students' comprehensive development and quality improvement.

4.3. Preparation of Teaching Resources

The primary school Chinese group reading teaching strategy based on learning task groups requires thorough preparation of teaching resources to support the implementation of teaching processes and meet students' learning needs. The main contents of preparing teaching resources are as follows: Select literary works suitable for students' reading, including poetry, prose, novels, fables, etc., of different types and styles. The selection of works should be in line with students' age characteristics and cognitive levels, with a certain degree of representativeness and typicality. Prepare corresponding teaching materials based on selected literary works, including teaching courseware, teaching PPT, teaching recordings, etc. The arrangement of teaching materials should be clear and vivid, guiding students to understand and appreciate the connotations and artistic charm of literary works deeply. Obtain various auxiliary teaching resources, including library collections, digital books, multimedia materials, etc. These resources can provide students with rich reading materials and learning tools, enrich teaching content, and stimulate students' learning interests. Design diversified learning tasks, including reading tasks, discussion tasks, writing tasks, etc. Task design should be specific and clear, aligning with students' learning needs and

ability levels, and stimulating students' learning interests and improving learning effectiveness. Prepare teaching evaluation tools, including quizzes, homework assignments, evaluation forms, etc. The design of evaluation tools should be consistent with teaching objectives and teaching content, comprehensively and objectively evaluating students' learning situations and learning outcomes. Configure multimedia devices, including projectors, computers, sound systems, etc. Multimedia devices can assist teaching, providing students with vivid and intuitive learning experiences, improving teaching effectiveness and learning outcomes. Create a favorable learning environment, including classroom layout, atmosphere creation, etc. Creating a conducive learning environment can stimulate students' learning interests and promote their learning enthusiasm and initiative. Through thorough preparation of teaching resources, the implementation of the primary school Chinese group reading teaching strategy based on learning task groups can be effectively supported, improving teaching effectiveness and learning outcomes.

5. Research Findings

5.1. Analysis of Student Reading Levels

In this study, an analysis of students' reading levels was conducted to understand their performance in group reading teaching and their reading abilities. The aim was to provide a basis for adjusting and optimizing teaching strategies. Through comprehension tests and analysis of reading materials, it was found that most students possess certain comprehension and expression abilities. They can generally understand the content and themes of literary works and express their reading feelings and insights briefly. Although most students have some reading abilities, there are still differences in specific reading tasks. Some students have strong reading abilities and can understand the connotations and meanings of literary works more deeply. However, others with weaker reading abilities require more guidance and support to understand the content and themes of literary works. Student reading levels are influenced by various factors, including personal reading habits, family cultural backgrounds, and teaching environments. Among these factors, reading habits and family cultural backgrounds have a significant impact on students' reading levels and should be emphasized and guided in teaching. Based on the analysis of student reading levels, teachers can adjust and optimize teaching strategies, design different types and difficulty levels of learning tasks for students with different reading abilities and levels, provide personalized teaching guidance and support, and promote comprehensive improvement in students' reading abilities[5]. Analyzing student reading levels can provide better insights into students' learning characteristics and needs, offering targeted guidance and support for teaching practices, thereby enhancing teaching effectiveness and learning outcomes.

5.2. Evaluation of Learning Effectiveness

In this study, an evaluation of the learning effectiveness of the primary school Chinese group reading teaching strategy based on learning task groups was conducted to examine its effectiveness and practicality. Through the assessment of the achievement of teaching objectives, it was found that most students could grasp the required reading abilities and literacy to understand and analyze the content and themes of literary

works and express their reading feelings and insights. Evaluating students' completion of learning tasks revealed that most students could complete teaching tasks on time and achieve the expected learning outcomes. The completion of tasks by students is closely related to their reading levels and learning abilities, with students with stronger reading abilities achieving better quality and results in task completion. Observing students' classroom performance and listening to their feedback on learning, it was found that most students held a positive attitude towards teaching content and methods, actively participating in classroom activities, and expressing their learning feelings and insights. Objective evaluation of teaching effectiveness was conducted through regular quizzes, homework evaluations, etc. It was found that students' reading abilities and levels had improved to some extent, enabling them to understand and analyze the content and themes of literary works more deeply and express their reading feelings and insights. Teachers reflected on and summarized the teaching process and effectiveness, identifying the strengths and weaknesses of teaching strategies and making suggestions for improvement for future teaching practices. Teachers adjusted and optimized teaching strategies based on students' learning situations and teaching effectiveness to improve teaching effectiveness and learning outcomes. Evaluating learning effectiveness can comprehensively and objectively understand the implementation of teaching strategies and teaching effectiveness, providing a basis and reference for future teaching improvement and enhancement.

6. Conclusion

This study aimed to explore the primary school Chinese group reading teaching strategy based on learning task groups and conducted theoretical construction, implementation, and evaluation. Through the summary and analysis of the research process and results, the following conclusions were drawn: The theoretical framework or conceptual model of the primary school Chinese group reading teaching strategy based on learning task groups is a comprehensive, systematic, and practical teaching guidance model that can effectively guide teachers in conducting group reading teaching practices. During the implementation of the teaching strategy based on learning task groups, teachers can design and organize diversified learning tasks according to students' personalized learning needs and ability levels, effectively improving students' reading abilities and levels. Evaluating the learning effectiveness revealed that students' reading abilities and levels had improved to some extent, enabling them to understand and analyze the content and themes of literary works more deeply and express their reading feelings and insights. Teachers reflected on and summarized the teaching process and effectiveness, identified the strengths and weaknesses of teaching strategies, and made corresponding improvements and suggestions, providing guidance and insights for future teaching practices. In conclusion, the primary school Chinese group reading teaching strategy based on learning task groups has certain implementation effects and learning outcomes in improving students' reading abilities and levels, providing new ideas and methods for the improvement and development of primary school Chinese education. However, further in-depth research and practice are needed to continuously explore and improve teaching strategies to better meet students' learning needs and teaching objectives.

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