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Unit Learning Task Group Design Pointing to Thinking Ability Improvement

-- Take the Fifth Unit of Six Seconds as an Example

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Abstract: The Chinese Curriculum Standards for Compulsory Education (2022 edition) mentions that the learning task group is the main organization and presentation form of the curriculum content, in which the developmental learning task group of "speculative reading and expression" directly points to the development of students' thinking ability. The design of Chinese learning task group is characterized by comprehensiveness, practicality and openness. It should determine Chinese practice activities with internal logical relations around specific learning themes, and jointly point to the development of students' core literacy. Below, the author takes the teaching of "scientific spirit" as the theme of the sixth unit of unit 6 as an example to design a Chinese learning task group pointing to the improvement of thinking ability.

Keywords: Task; Group; Thinking Ability.

1. Integrate the Unit Themes and Humanistic Elements and Reorganize the Unit Learning Objectives

The Chinese textbooks compiled by the Ministry form the learning unit of humanistic themes and Chinese elements. Not only do the articles within the unit unify the theme and advance learning and use, but also the knowledge points are closely linked between each year, and the ability level spirals and progressive. With the promulgation of the Chinese Curriculum Standards for Compulsory Education (2022 edition), the changes in the curriculum concept, curriculum objectives and curriculum content have attracted close attention.

Table 1. Part 6(1) illustrates the overall goal of unit learning with specific examples

order number	6 Unit 5
1	Read through the article, grasp the general idea of the article, and look for ideas
2	Focus on the points of the article and clarify the order of the case
3	Through analysis and comparison, select persuasive cases
4	Use specific examples to demonstrate ideas in your life

Six-unit 5 unit by "classical Chinese 2" after the truth was born in one hundred question mark "the" creatures "they more interesting at that time" four text, these articles are written s, genre, but all around the "scientific spirit" this theme, guide students to understand theory of articles, encourage students not only to dare to express views, but also justified. "Oral Communication: Debate" prompt before the debate Choose persuasive examples, reflect this unit the use of "with concrete examples", this unit exercises theme is "imagination, write science fiction story" is different from the previous imagination composition, the exercise need to use relevant scientific knowledge as the basis for imagination, put forward higher request to the students' thinking ability. Therefore, our whole unit as a starting point, again Plan the unit learning objectives.

2. Adjust the Learning Content and Reconstruct the Unit Learning Task Group

2.1. Combing the Unit Text to Find the Internal Logic

This unit arranges three intensive reading texts around the theme of "scientific spirit", one skimming text, oral communication, and writing, all of which show the thinking and exploration of different characters in ancient and modern times. "Classical Chinese 2" requires students to find out the protagonist's viewpoint and the corresponding reasons; "Truth is born after a hundred question marks" requires students to find out the viewpoint and the corresponding examples, and to sort out the internal argument structure and the writing method of the whole article; "Table Biology" guides students to find the basis from the article to demonstrate their evaluation of the characters. The three texts are listed examples around a certain point of view in a certain order, and demonstrate examples with specific points of view.

Oral communication prompts students to select the collected cases and choose convincing evidence, which is the implementation and application of the language elements of this unit; this unit requires "imagination and write science fiction stories". Different from the previous imagination and fantasy composition, this work needs to use relevant scientific knowledge to cultivate students' scientific literacy and creative thinking ability.

2.2. Restructure the Unit Content to Reflect the Integrity

Compared with the teaching of a single text, the Chinese learning task group uses the multiple tasks with hierarchical sequence to connect the unit content, turning scattered into condensed, and complicated into concise, which plays a more distinct role in the realization of the prominent humanistic theme of the unit and the implementation of Chinese elements. According to the practical, comprehensive, authentic and spiral of the Chinese learning task group, we design six times Student learning tasks in Unit 5.

The learning task group of this unit focuses on the main character situation of the "strongest brain" debate competition, and designs five sub-task situations to determine our debate topic, the big PK, "the strongest brain" thinking training camp, the strongest intelligence officer and the eloquent competition.

Table 2. The learning task group of this unit

assignment number	Integration of disciplines	Task theme	Interdisciplinary learning task	Chinese homeword
Task 1	the fine arts	Great reveal inside the clock watch	What is there on the inside of the clock	Draw a piece of the clock
			appearance? How are the individual parts assembled together?	Display diagram, need to specify the size, material.
Task 2	science	Pointer principle big secret	Understand the principle of the surface gear rotation	The principle of making a sound inside the pointer
Task 3	psychology	The inner monologue is very open	How the author doubted and believed, guided later, to find the psychological activities of the truth	Design lines for the protagonists of different periods to form conflicting scripts.

Each sub-task situation is carried out around the main task, and the development and promotion of the situational activities gradually point to the ultimate task of participating in a debate competition, forming a cohesive, progressive task group with clear goals. Task situation and the design of the content follows the debate belongs to the front task, explore the text examples, clarify the argument process are based on teaching material, draw lessons from the mountain, help students learn to express ideas, looking for strong persuasive material, and the thinking of the whole argument process, collection, screening materials and debate is to guide students to use, produce the migration of knowledge.

3. Optimize the Operation Design to Promote the Implementation of Quality by the Operation

3.1. Increase the Correlation of the Basic Work Task Group

The core literacy-oriented homework and proposition design, points out that the basic operation is often regular homework, the main content is the basic knowledge of words and phrases and wonderful sentences recite, homework trivial and lack of conditioning, work form is primitive and direct, homework project between the lack of necessary way is also "mechanical + repeat" mode. So, we can design a series of operation chain. Therefore, we design the basic operation as follows:

Task 1: Find the six elements of the event in the story, and extract the original words in the table; Task 2: use the favorite method to consult the information and understand the meaning of the key words; Task 3: give the story to the group and be loyal to the original text.

3.2. Build Supports for Development Operations

In the process of designing the development-oriented homework task group, the emphasis is placed on grasping the development points of students' core Chinese literacy, forming serialized learning projects, and truly effectively support the implementation of literacy. Practical homework is generally designed for argumentative essays and other practical articles, generally pointing to the direct application of argumentation method.

Task 1: Write a brief outline. What is the main point of Truth being Born after a hundred Question marks? How many major examples are listed?

Task 2: Organize the case list. What are the similarities in the three examples? Can the order of the three cases be disrupted?

Task 3: Carry out relevant reading. Using the story of James Tianyou after class, we can further appreciate the scientific spirit of scientists' unremitting and active exploration.

(3) Interdisciplinary expansion task group

The new version of the 2022 curriculum standards requires improving the openness of homework design, cultivating students' ability of comprehensive learning, and writing "interdisciplinary learning" into the curriculum standards. Therefore, to reflect the comprehensive homework design, it is necessary to introduce interdisciplinary learning and form an expanded homework task group. Articles like Becreatures that record childhood memories can be found in the text with others.

The connection point of disciplines, the design of interdisciplinary homework task group.

4. Summary

The new 2022 curriculum guides the frontline teachers to reform the original teaching process and strategies, mainly to

integrate the teaching content and achieve the consistency of "teaching-learning-evaluation". In this paper takes the fifth unit of the sixth edition of the ministry as an example, and explores the coherent learning activity task group and operation sequence around the core situation of the unit, to achieve the comprehensiveness, situation authenticity and evaluation diversity of the task group.

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