

Research on Optimization Strategies of Large Unit Teaching in Primary School Language

Hui Li

*Changping Second Experimental Primary School, Beijing, 100000, China
719236025@qq.com*

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Abstract: This dissertation points out the importance of large-unit teaching in elementary school language against the background of the Compulsory Education Curriculum Program (2022 Edition). The thesis firstly elaborates the significance of large-unit teaching, including enhancing the systematicity and coherence of teaching, enriching students' reading experience, and cultivating students' comprehensive literacy. Secondly, the theoretical basis of large-unit teaching in elementary school language is introduced, which mainly includes constructivist theory as well as system theory and holism. Next, the current problems of large-unit teaching in elementary school language are analyzed: unclear grasp of the connotation of the nature of large-unit teaching, and mechanization of the teaching process. Finally, the optimization strategies of large-unit teaching in elementary school language are proposed to address the problems: refining the theme and designing the objectives of large-unit reading teaching; splitting the small units of teaching materials and reconstructing the large units of teaching; arranging the knowledge points logically and constructing a complete knowledge system; and reasonably designing the evaluation to dynamically improve the students' core language literacy.

1. Introduction

The Compulsory Education Curriculum Program (2022 Edition) clearly states in the module of "Curriculum Implementation" that teachers should "explore large-unit teaching, actively carry out comprehensive teaching activities such as thematic and project-based learning, and promote students' ability to learn by learning from one another, to integrate and to strengthen the intrinsic connection between knowledge, and to promote the structuring of knowledge". Promote the structuring of knowledge". Modern society requires citizens to have good scientific and humanistic literacy. As the main carrier of fostering citizenship in the new era, the primary language classroom should combine the new curriculum concepts to help students adapt to social progress and meet the needs of society to build a more complete teaching classroom, in order to develop students' core literacy and promote their diversified growth. Large-unit teaching focuses on the completeness of subject education, and integrating large-unit teaching into elementary school language classes not only meets the requirements for the cultivation of core literacy, but also enriches students' knowledge reserves while broadening their learning horizons and enabling them to build a more complete knowledge structure. In this educational context, the optimization strategy of large-unit

teaching in elementary school language came into being, which can help students better understand and master the knowledge points through the organic integration of curriculum content and the formation of hierarchical and systematic teaching units, injecting new vitality into elementary school language education.

2. The significance of large-unit teaching in elementary school language

2.1 Facilitate the enhancement of systematic and coherent teaching and learning

Large-unit teaching of elementary school language breaks the isolation of traditional single-unit teaching by integrating several related texts and knowledge points into one large unit for teaching. Such a teaching method makes the teaching content more systematic and coherent. First of all, large-unit teaching helps students build a complete knowledge system. In a large unit, students can be exposed to different texts under the same theme, thus gaining a more comprehensive and in-depth understanding of the theme. For example, in a large unit with the theme of "The Beauty of the Four Seasons", students can study texts describing different seasons in spring, summer, autumn and winter. By comparing and contrasting these texts, students can better understand the characteristics and changes of the four seasons as well as the emotions embedded in different seasons, so as to build up a knowledge system about the four seasons. Secondly, large-unit teaching can enhance the coherence of knowledge. In traditional teaching, there is often a lack of effective links between the various knowledge points, and students are prone to knowledge fragmentation in the learning process. The large unit teaching will be related to the organic integration of knowledge points together, so that students can better understand the inner connection between knowledge in the learning process. For example, in a large unit with the theme of "writing skills", teachers can integrate different writing methods for describing characters, scenery and things. By learning these writing methods, students can better master the skills of writing and improve their writing ability.

2.2 Conducive to enriching students' reading experience

Implementing large unit reading instruction based on a unit-integrated perspective effectively enriches students' reading experiences. Students will complete text dissection through practical inquiry in text reading. Teachers adhere to the student-centered approach, guide students to think and explore independently, and complete text reading through group cooperative inquiry and independent exploration, which will accumulate richer reading experience. At the same time, teachers can also give students a more open learning space, so that students can independently find problems, ask questions, analyze problems and solve them, optimizing and perfecting the whole process of reading and learning. Students will delve into the core of the text, explore the author's thoughts and feelings, understand the author's writing style, and reach a deeper understanding of the center of the text in multi-dimensional exploration. As a result, students will have a rich and enjoyable reading experience and feel the charm and color of the large-unit reading and learning activities.^[1]

2.3 Facilitating the development of students' comprehensive literacy

Large-unit teaching of elementary school language not only focuses on the transfer of knowledge, but also on the cultivation of students' comprehensive literacy. On the one hand, large-unit teaching is conducive to cultivating students' thinking ability. In large-unit teaching, students need to analyze, compare, summarize and conclude multiple texts, which helps to develop students' logical, critical and creative thinking. For example, in a large unit with the theme of "traditional culture", students

can read different folk tales, myths and legends, analyze the traditional cultural elements contained in them, and compare and summarize these traditional cultures. In this process, students' thinking skills are effectively practiced. On the other hand, large-unit teaching can improve students' independent learning ability. In large-unit teaching, teachers usually provide students with more space for independent learning, so that students can complete their learning tasks through independent inquiry and cooperative learning. Such teaching methods can stimulate students' interest in learning and cultivate their independent learning ability and cooperative spirit. For example, in a large unit with the theme of "popular science knowledge", teachers can let students carry out independent inquiry in groups, learn about different popular science knowledge and present it by making handwritten reports, PPT and so on. In this process, students' independent learning ability and cooperative spirit are fully realized.

3. Theoretical basis for large-unit teaching of elementary school languages

3.1 Constructivist theory

The Swiss psychologist Piaget put forward the theory of constructivism, which emphasizes that teaching should focus on the role of learning motivation, stimulate students' intrinsic motivation, and guide them to carry out meaningful learning constructs and actively combine what they have learned with their own existing learning and life experiences. The constructivist view of knowledge holds that knowledge is not an ultimate reflection of the objective world or a precise generalization of the laws of the world, but merely an assumption or explanation, and that such assumptions will be replaced by new assumptions as mankind progresses. The constructivist view of learning holds that learning is centered on construction, dynamic change, and the linking of past, present, and future in a continuous cycle. The constructivist view of teachers and students believes that teachers should be the collaborators, organizers and facilitators of students' learning, and that the role of teachers shifts from the traditional transmission of knowledge to students to prompting students to construct knowledge actively, and emphasizes the importance of students' meta-learning ability, pointing out that students need to be able to motivate themselves to take the initiative to learn, to be good at summarization and reflection, and to regulate their learning methods in a timely manner, and so on. In large-unit teaching, teachers need to have an in-depth understanding of the students' learning situation and the textbook, which is the basis for disrupting, reorganizing and integrating the teaching content. Constructivist theory holds that every lesson is a continuation of students' previous learning experiences and connections to students' future learning. Therefore, teachers need to help students make connections between knowledge and apply the results of their learning to future learning activities in order to develop core literacy.^[2]

3.2 Systematics and holism

System theory and holism provide an important theoretical basis for large-unit teaching of elementary school language. System theory believes that things are organic wholes composed of interrelated and interacting elements. Holism emphasizes that the whole of a thing is greater than the sum of its parts. First of all, system theory reveals that we should set up a holistic concept in the large-unit teaching of elementary school language. Large-unit teaching is no longer teaching a text in isolation, but integrating multiple texts and knowledge points into an organic whole. For example, in a large unit with the theme of "Animal World", teachers can integrate texts describing different animals, popular science articles about animal habits, and animal-related poems. Teaching content can be planned in a holistic way, so that students can have a comprehensive understanding of animal forms, habits, living environment and the relationship between human beings and animals.

This way of teaching enables students to have a more systematic and in-depth understanding of the theme of "Animal World" and avoids fragmentation of knowledge. Secondly, holism reminds us to pay attention to the role of the whole and recognize that the whole is greater than the sum of its parts. In the large-unit teaching of elementary school language, teachers should not just focus on the teaching of individual texts, but should grasp the teaching objectives and content of the large-unit teaching as a whole. For example, in the large unit with the theme of "The Beauty of Hometown", teachers can let students feel the beauty of their hometowns from multiple perspectives by organizing students to conduct field observations, interviews, writing and other activities. This comprehensive teaching method can give full play to the advantages of large-unit teaching, so that students can improve their language ability and aesthetic level in colorful activities. In conclusion, the theory of systematics and holism provides important insights for large-unit teaching of elementary school language. In teaching practice, teachers should establish a holistic concept, pay attention to the interrelationships between systems and elements, elements and elements, give full play to the role of the whole, plan the teaching content and evaluate students' learning outcomes as a whole, improve the quality and effectiveness of large-unit teaching of elementary school language, and lay a solid foundation for the students' language learning and all-round development.

4. Problems of large-unit teaching in elementary school languages

4.1 Poor grasp of the connotation of the nature of large-unit teaching

With the further advancement of curriculum reform, the large-unit instructional design pointing to core literacy has gained the esteem of experts and scholars and has been introduced into the language classroom. However, the practical investigation found that some teachers have certain deviations in their understanding of the concept of large-unit instructional design. First, a few teachers think that the large-unit teaching design is just a new call under the new teaching materials, which is still essentially a combination of different texts within a unit, but with a stronger connection between the texts. This understanding is too simple, which weakens the wholeness and systematicity of the large-unit teaching. Secondly, although some teachers realize that the design of large-unit teaching is different from that of traditional teaching, and know that the key of large-unit teaching is "big", they are still not clear about its nature and connotation.^[3]

4.2 Mechanization of the large-unit teaching process

Firstly, the setting of teaching objectives is mechanized. Teachers may rely too heavily on the syllabus and reference materials and set rigid teaching objectives for large units that lack flexibility and relevance. For example, when taking "traditional culture" as the theme of a large unit, they only stipulate that students should memorize the time and customs of certain traditional festivals, without guiding them to deeply appreciate the connotations and values of traditional culture, thus making the teaching objectives a kind of mechanical memorization of knowledge.

Secondly, the arrangement of teaching content is mechanized. In organizing the teaching content, some teachers simply pile up related texts together, lacking organic integration and in-depth excavation. For example, in the large unit with the theme of "the beauty of nature", they only explain different texts describing nature step by step, without guiding students to compare the differences between different authors' methods of describing nature and expression of emotions, which results in students' understanding of the teaching content staying on the surface and lack of in-depth thinking.

Furthermore, the use of teaching methods is mechanized. Some teachers may use the same teaching methods over and over again in large-unit teaching, without taking into account the content

of the teaching and the actual situation of the students. For example, they always adopt the approach of teachers' lecturing and students' passive acceptance, which lacks interactivity and creativity. In group discussions, there may also be a lack of effective guidance, making the discussion a mere formality and turning it into a mechanical process of task completion.

Finally, teaching and learning are evaluated in a mechanistic manner. Evaluation is often limited to traditional tests and assignments, with scores used to measure students' learning outcomes. This single evaluation method cannot fully reflect students' comprehensive performance in large-unit learning, such as students' thinking ability, cooperation ability, innovation ability, etc., which makes the teaching evaluation lose its due incentive and feedback role. In short, the phenomenon of mechanization in the process of large-unit teaching of elementary school language will hinder the overall development of students and the cultivation of innovation, teachers should actively explore more flexible, diversified and creative teaching methods to avoid mechanization tendency.

5. Strategies for optimizing large-unit teaching in elementary school languages

5.1 Teachers refine the theme of large unit reading and design teaching objectives

In elementary school language teaching, the theme of large-unit reading teaching plays a crucial role, like a light, guiding the direction of the whole unit reading teaching activities. For teachers, the first task is to accurately interpret the textbook. This requires not only an in-depth understanding of the content of the textbook, but also a close attention to the humanistic theme of the unit as well as the important and difficult points of reading teaching, from which the integration of a large unit of reading theme is extracted. Only in this way can a solid foundation be laid for subsequent teaching activities. Take the fifth unit of the first book of the fifth grade of the Ministry of Primary Language as an example, when teachers carry out large-unit reading teaching, they must carry out a detailed and precise interpretation of the unit reading text, and make clear where the focus of this unit reading teaching lies. This unit, as an assignment unit, is mainly centered on the reading and expression of expository texts. In it, two illustrative texts with very different styles, “The Sun” and “The Squirrel,” are organized. The reading element of this unit is to “read simple illustrative texts and understand basic methods of illustration.” As students read these two texts, they are able to experience firsthand the different styles of expression in expository texts. When interpreting the unit text from an integrated perspective, teachers should clearly recognize that the instructional goal of the unit is to achieve reading for writing. First, students are guided to read simple descriptive texts, so that they can understand the basic methods of description, and then in the assignment, students can apply what they have learned, collect information, and introduce a thing clearly with appropriate methods of description. Based on this, teachers should understand that the purpose of unit reading teaching is to promote students' better writing.^[4]

Therefore, based on the previous analysis, teachers can refine the theme of the large reading unit--“Explore the reading methods of expository texts”. Once this theme has been identified, teachers can further design teaching objectives that are closely related to the core qualities of the subject. In terms of language use, students are required to read through the text and be able to accurately tell from which aspects the text “The Sun” introduces the sun and its effects on human beings; at the same time, students should be able to understand the characteristics of squirrels, and refine and sort out the relevant information about squirrels and record them in separate articles. In terms of thinking ability, students should be able to combine the text, understand different ways of illustration, sense the author's method of grasping the things described for specific illustration, and then refine the mode of reading illustration. In terms of aesthetic creativity, students can deeply feel the characteristics of the language of expository essays by comparing the two essays and appreciate the differences between expository essays and essays of other genres, so as to realize the unique

charm of expository essays.

5.2 Folding the teaching materials into small units, reconstructing the teaching unit

The small unit of the textbook refers to the natural unit of the language textbook. If the content of the small unit of the textbook is too much, or not too closely related to the theme of the large unit of teaching, the teacher can properly split the small unit of the textbook at the right time. On this basis, teachers can reconstruct the content of the large unit around the theme of the large unit teaching. By splitting and reconstructing, the content of the large unit teaching is more in line with the actual cognitive level of the students, and more in line with the students' "nearest development zone". For example, when teaching the fifth unit of the second book of the sixth grade of the Ministry of Primary Language, teachers found that the language elements of this unit include two aspects, namely, "experience the method of using concrete examples to illustrate ideas" and "develop imagination and write science fiction stories". Based on this, the teacher identified two themes for teaching the unit, one is "using concrete examples to clearly illustrate ideas", and the other is "unfolding the wings of imagination to create science fiction stories". Against these two themes, the teacher of this unit of the text of the content of the depth of analysis, the results show that: "Learning to play", "two children argue the day" two literary texts, and "the truth was born after a hundred question marks" this modern text, as well as the "oral communication: debate" is more conducive to the implementation of "the use of concrete examples, clearly illustrate the point of view". The teaching theme of "using concrete examples to clearly illustrate points of view"; the two modern texts of "Creatures in the Table" and "How Interesting They Were Then", and the exercise "Putting on the Wings of Science to Fly" are more conducive to the implementation of the theme of "Showing the Wings of Imagination and Creating Science Fiction Stories". The theme of "Showing the Wings of Imagination, Creating Science Fiction Stories". In view of this situation, the teacher respectively around the two language elements of this unit, the natural unit of the textbook, that is, the textbook small unit was split into two new units. As the saying goes, you can't build something without breaking it up. By splitting and reorganizing the textbook, teachers can use the textbook creatively and make the content of the textbook more in line with the developmental needs and the "nearest developmental zone" of students. At the same time, the reconstructed unit will be more closely connected in terms of content and more in line with the age and cognitive characteristics of primary school students in terms of form. This can also lay a solid foundation for teachers to create a large unit teaching situation and design a large unit teaching evaluation.^[5]

5.3 Logical arrangement of knowledge, build a complete knowledge system

In traditional language teaching, knowledge points are usually presented in isolation, which makes it difficult for students to build a complete knowledge structure. In contrast, the large-unit teaching strategy focuses on the wholeness and systematicity of knowledge. By arranging knowledge points according to logical relationships, it enables students to clearly see the intrinsic connection and logical relationship between knowledge.

Take the fifth unit of the first book of the third grade language of the Ministry of Education as an example, the unit contains two texts, The Bird that Hitchhiked and The Golden Grassland. Teachers should first clarify the theme and objectives of the unit when teaching. The theme can be "The Beauty of Nature", and the objective is to guide students to feel the charm and vitality of nature through studying these two texts, and to master the writing method of describing natural scenery. After determining the theme and objectives, teachers need to sort out the knowledge points of the two texts in depth. The Bird that Hitchhiked is based on the experience of the bird that hitchhiked on the boat, showing the bird's cleverness and bravery, and also interspersed with a delicate

depiction of the scenery and atmosphere on the boat, reflecting the author's precise grasp of the scene, animal characteristics and emotions. The Golden Grass conveys the author's love of nature and nostalgia for his childhood by describing the golden sunlight of the grass and the children's happy play.

After sorting out the knowledge points, teachers should construct the knowledge framework according to the logical relationship. On the one hand, it is necessary to sort out the connections between the texts in the unit, such as the similarities and differences in themes and methods of expression; on the other hand, it is necessary to analyze the levels and connections of the knowledge points within each text. For example, in *The Bird that Hitchhiked*, students are first guided to focus on scene description and the capture of animal characteristics, and then explore the delicate expression of emotions. In *The Golden Meadow*, students are first allowed to feel the golden sunshine of the meadow and the happy atmosphere of the children, and then they are guided to analyze the scene description and emotions. In this way, students are gradually helped to build a complete and systematic knowledge system.

5.4 Reasonable design evaluation, dynamic enhancement of students' language core literacy

In order to enhance students' language literacy and realize the developmental and creative nature of different subjects, large-unit teaching needs to address the issue of evaluation standards. There are various ways of evaluation, and unit evaluation methods include informal checking, traditional paper-and-pencil tests, expressive evaluation, etc. Evaluation criteria need to be quantified and visualized to achieve the purpose of evaluation, or else evaluation is a nullity. It is necessary to integrate teaching evaluation into all aspects of the teaching process to achieve consistency in teaching, learning and evaluation, and to align teaching evaluation with the teaching objectives, design evaluation criteria according to the teaching objectives, and unify the implementation of the teaching process. According to the theory of reverse instructional design, the evaluation is moved from the last part of the traditional teaching to the evaluation standard design after the teaching objectives, and the adoption of the “objectives - evaluation standard design - process and results model” is conducive to ensuring the fairness and accuracy of the evaluation, and giving students more effective feedback, thus promoting the teaching and learning process. The adoption of the “Objectives - Evaluation Criteria Design - Process and Results Model” is conducive to ensuring the fairness and accuracy of the evaluation, providing students with more effective feedback, and promoting the development of student literacy. The purpose of the assessment task is to determine whether students have achieved the expected outcomes of the larger unit of study and what evidence is provided to assess the extent of their learning. According to Prof. Cui Yun Kuo, “unit instructional design is an important manifestation of teaching professionalism, which is based on the students' position and the complete learning process, aiming at reverse designing the process of ‘how students learn’, so as to point out the path of the disciplinary core literacy”. According to the idea of reverse design, the evaluation task is placed between the teaching objectives and the teaching process, which is a professional embodiment of the large unit teaching design. Therefore, the evaluation task must adopt a reverse approach and dynamically follow the entire teaching process.^[6]

6. Conclusions

This thesis discusses the important value of enhancing the teaching strategy of large unit of elementary school language. It can clarify the direction of teaching by theme refinement, split and reconstruct the teaching materials to meet students' needs, logically arrange the knowledge points to build a complete system, and reasonably design the evaluation to improve the core literacy.

Large-unit teaching of elementary school language helps to enhance the systematicity of teaching, enrich reading experience, cultivate comprehensive ability, and promote the overall development of students.

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