

Utilizing Xue Fagan's "Wang Rong Didn't Pick Roadside Plums" as an Example: Learning Task Design and Progressive Learning

Xinyu Zhang

Jiangsu Second Normal University, Nanjing City, Jiangsu Province 210000, China

Abstract: A learning task is when students finish a certain learning activity or reach a particular learning objective in a set amount of time. According to the demands of the new curriculum for 2022, it is inevitable that learning task designs will incorporate progressive learning into the teaching process. Task group designs will also be used to help students achieve some degree of all-around development through progressive learning. This essay explores the teacher's new route in the classroom by using Xue Fagan's "Wang Rong didn't pick roadside plums" lesson as an example and the learning theory of thinking.

Keywords: Elementary school language; Learning tasks; Basic education; Learning progression

1. The learning progression offers new standards for language acquisition

Since language learning objectives are always changing, some teachers continue to focus solely on teaching knowledge, which is inadequate in today's environment. We have other options thanks to the 2022 release of the Ministry of Education's Compulsory Education Curriculum Program and Curriculum Standards (2022 Edition). The structure of learning task clusters is an important component. The structure of language assignments reduces complex linguistic problems, facilitating instructors' ability to carry out their pedagogical responsibilities. In 2004, the idea of "progression of learning" was presented. The National Safety Council of the United States (NCR) defined the term in 2007 and stated that it describes the way in which students' thinking develops and deepens over time as they study and explore a particular subject. Learning progression is a crucial tool for teachers to understand the extent of students' cognitive changes by characterizing those changes^[4].

Language acquisition has increased significance now that the "learning progression" hypothesis has been incorporated into learning activities. The implementation of learning frameworks can help teachers finish their assignments more efficiently and support students' learning. In addition to being a crucial component of the routine structured language classroom problem review, the classroom teaching atmosphere can serve as a guarantee for the effectiveness and caliber of instruction^[2]. The Compulsory Education Curriculum Standards (2022 Edition) state that teachers should take into account the real learning circumstances of their students, create task clusters based on contexts, encourage students to learn through tasks, and help them become more proficient in language use, critical thinking, and cultural self-assurance. Additionally, by studying Xue Fagan's "Wang Rong didn't pick roadside plums" teaching transcripts, students will be able to appreciate the learning path that introduces new values in language learning while also clearly recognizing the wisdom of seasoned, senior teachers.

2. The classroom recordings provide a peek at the novel approach to language instruction.

The goal of language education has been to develop a scientific theoretical framework. By integrating advanced learning with task design, teachers can create a more effective teaching style in response to the new standards reform. Using the passage "Wang Rong didn't pick roadside plums" by Xue Fagan as a model, teachers might implement the following strategies while creating learning tasks in the classroom:

2.1 Encourage pupils to go from shallow to deep cognitive development

The coherence of cognitive development is one of the features of the learning progression theory, as Mr. Zhai Zhifeng once noted. Xue Fagan used five tasks—"copying, " "reading, " "talking, " "discussing, " and "doing"—to implement the three-dimensional objectives of the new curriculum, which are founded on the language's fundamental literacy. According to the five aspects themselves, the students go from having basic skills to developing their understanding of what they have learned on a deeper level, from comprehending the text's meaning to recognizing Wang Rong's qualities to understanding Wang Rong's character in a continuous question-and-answer format, all in an effort to make the students realize that "if we want to do something, we have to think about what will happen if I have done this thing." Students can

learn the important lessons of "we should not be like others" and "we should do something and think about the consequences of what I have done" through the Q&A. From the standpoint of a single task, consider "task two: reading" as an example. To attain the efficacy of reading while reading, the reader must accurately recall and read the rhyme layer by layer. The exercises are arranged from shallow to deep in both the group of tasks and the individual tasks, supporting the cognitive development of the students.

2.2 Enhance students' cognitive thinking through group reading

With the help of group reading, Xue Fagan presents Sima Guang's seven-year-old jar to save a man's life and Cao Chong's seven-year-old elephant weighing in the first section of the class. These two examples form a category with Wang Rong's seven-year-old, which highlights the idea of "Junjie" and is a major theme throughout the group text. "The Handsome Man" is the first lesson in the unit and stands alone. We presented "Three Thoughts" in the unit's opening lesson, which essentially established certain learning objectives and ways of thinking in order to set the stage for the lessons that followed. "What will Wang Rong think when he sees so many plums?" "Each family name has its own Junjie" are two little activities and homework assignments that helped students think more critically and contributed to the learning process as a whole. Through identity transformation, students refine the text's point of view and form subjective opinions. They also consider the identity (Wang Rong) point of view and consider how the lesson should be told to "speech always follow the trend of the people" in order to comprehend the text's value orientation. Xue Fagan has made reading a step-by-step process from simple to complex by gradually increasing the task's difficulty. The foundation of "Junjie" can be seen as a major concept that guides from a lesson to a unit or even a topic, with a closer connection between individual teaching and a more structured learning task.

2.3 The majority of kids, the creation of a lifelong classroom relationship

Xue Fagan's three tasks—"speaking, " "discussing, " and "doing"—are intended to help students apply classroom knowledge to real-world situations. Speaking to others first enables students to practice appropriate oral communication skills, fusing classroom knowledge with real-world conversations to promote the extension of knowledge and skill training; second, in the discussion of Wang Rong's superiority, logical analysis of the relationship between the text and point of view leads to the conclusion that Wang Rong's behavior embodies the untried and unseen, thereby illuminating Wang Rong's thought process from observation to judgment and providing insight into how people think in real life. Finally, through the thinking of how to do, how to practice, and the formation of and always following the wind of the people who say this story and find their own family name in the Junjie two tasks, we can achieve the goal of searching for and practicing the harvest from life. We should think independently, think twice before acting, and not blindly follow the trend of the inner moral. Students' development as the center of the classroom is facilitated by the teaching process, which brings the students' emotional experiences to life. By uniting the students, you can fully engage their curiosity and energy, which enhances the learning environment.

2.4 In summary, evaluation is done to maximize the body of knowledge and skills

This lesson's teaching methodology is predicated on the learning progression that establishes a significant learning assessment. In the past, learning assessments frequently used exam questions to determine whether or not students had mastered challenging concepts and abilities. However, in this lesson, Xue Fagan guided students in improving their knowledge base and taught them how to express themselves. The task that follows the lesson involves having students look for Junjie in their own last names in order to create an effect that stimulates interest and is based on learning progress assessments. Students are given the freedom to assess and look for solutions on their own in Xue Fagan's teaching method through the three inner tasks of "how to write well, " "how to read correctly, " and "how to do it in life." The procedure starts with this. A curriculum teaching approach that promoted the integration of old and new knowledge, the consolidation of new knowledge, and the optimization of knowledge and skill reserves has evolved from the original "learning to evaluation" to the "evaluation for learning" mode. As a result, the knowledge is now stacked one on top of the other, and the evaluation method becomes a meaningful learning method. Evaluation transforms into a meaningful learning process, and learning transforms into evaluation. Additionally, the advanced assessment method is not only for the learning and consolidation of textbook content knowledge and abilities but also for the development of other elements of students due to the advanced design of learning assignments. Regarding the students' storytelling process, for instance, Xue Fagan's assessment—noting that "the storytelling was very good but there was no expression"—promotes the students' understanding of self-presentation and the formation of habits. Similarly, the assessment of cooperative learning at the same table conveys high standards for students to get along with one another.

3. Tools for advancement in the new training of language instructors

Teachers' comprehension of students' learning processes is broadened, and their understanding of teaching is deepened by learning progression, which also helps teachers break down learning standards and recognize that learning objectives are not something that can be accomplished quickly^[1]. The new standard can be translated into "a normal learning model" and "a basic structure of standards-based language

learning tasks" after being adjusted based on the learning scenario and coupled with prior theories. This framework makes it easy to observe how the learning tasks evolve and advance. It is similar to the "Learning Progression Framework" that the New Zealand Ministry of Education recommended, which is divided into three sections: reading, writing, and math. Teachers can accomplish improved teaching and learning outcomes with the help of such a framework.

4. Conclusion

To promote the learning progression and the natural integration of learning tasks, elementary school language teachers should, in accordance with the new standards, implement teaching while keeping in mind the students' physical and mental development laws and their own teaching experience. This will allow them to teach the task group the primary form of expression. In addition to following the curriculum's content standards, teachers should approach teaching from a holistic viewpoint. This includes creating tasks that are appropriate for students to complete in-depth learning, emphasizing the subject's nurturing qualities, assisting students in gaining the necessary knowledge, and making a long-term contribution to the field of language teaching.

References

- [1] Zhai Zhifeng. Language Construction, 2023, (05):22–26. Language Learning Progression: Characteristics, Value, and Teaching Implementation.
- [2] Hao Wencun. Task group design strategies in large-unit primary school language instruction [J]. 2024; (14); Reading, Writing, and Counting: 50–52.
- [3] People's Republic of China, Ministry of Education. Standards for the Compulsory Education Language Curriculum, 2022 Edition [S]. Beijing Normal University Press, Beijing, 2022.
- [4] Council for National Research. Introducing science to the classroom: Science education in grades K–8. [C]. The National Academies Press, Washington, DC, 2007.