

The overall teaching design and implementation strategy of junior high school English large unit under the core competence

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Abstract: With the further promotion of the new curriculum reform, in junior high school English teaching practice, teachers gradually pay attention to the important practical significance of large unit integrated teaching, which conforms to the requirements of the new curriculum standard and students' learning practice, and is conducive to the improvement of students' English core literacy. Based on this, this paper will focus on the overall teaching design and implementation strategy of junior high school English large unit under the core competence.

Key words: Core literacy; Junior high school English; Large unit integrated teaching; Strategy

How to improve the effectiveness of junior high school English teaching design from the perspective of core literacy is an important issue for teachers to consider. In teaching practice, teachers should focus on the objectives and themes of unit teaching, build a high-quality teaching atmosphere for students, ensure the improvement of students' English core literacy, and improve the overall teaching quality.

1. The advantages of the overall teaching design of junior high school English large unit under the core competence

1.1 The connotation of large unit integrated teaching

Large unit teaching usually refers to the analysis, integration and reorganization of learning content around a concept to form a systematic and institutional curriculum model with learning themes, learning tasks, learning objectives, situations and activities. The "unit" in the large unit teaching is not only limited to the chapters in the textbook, but also can be the center and theme of the large unit teaching by teachers' sorting and combining the subject content around a theme. Large unit teaching is a systematic and relatively complete teaching process. In the process of teaching, teaching will be carried out according to a theme, and students will achieve educational goals by integrating teaching resources and applying diversified methods. The advantages of large unit teaching are clear objectives, clear thinking, systematization and comprehensiveness, and relatively complete structure, which can break the previous teaching ideas and improve the teaching effect of teachers. Large unit teachers emphasize the integration of scattered knowledge points, and reform the teaching content through overall design, which can promote the development of students' core literacy.

1.2 The significance of large unit teaching design in junior high school English

With the in-depth development of the concept of curriculum reform, the necessity of education and teaching reform has been further highlighted. It is of great practical significance for teachers to pay attention to the education concept of core literacy and to pay attention to the cultivation of students' core literacy in junior high school English teaching. First, cultivating students' core literacy in junior high school English teaching practice can promote English teachers' understanding of students, further clarify the teaching objectives and contents, and design a more standardized large unit overall teaching mode. The junior high school English unit teaching under the core competence is conducive to the planning of teaching subjects, adopting more targeted teaching strategies and planning teachers' content. Language learning is a relatively complex process, including the understanding, application and internalization of knowledge. The whole unit teaching can promote students' integration into teaching and improve their application ability in teaching practice. Secondly, in teaching practice, the overall design of the unit can integrate the scattered knowledge points in the textbook into the overall teaching framework, help students build their knowledge framework and improve their application ability. In the context of core literacy, the design of large units is conducive to the integration of knowledge points such as words, grammar and sentence patterns. The enrichment of unit learning scenes can create a suitable learning atmosphere for students, cultivate students' learning habits, make students realize the importance of holistic teaching, and form the consciousness of autonomous learning. Moreover, the large unit teaching has broken through the limitations of the traditional teaching mode, improved the traditional teaching method of indoctrination, and promoted students' interest in learning. By flexibly arranging unit learning tasks, introducing diversified educational resources and designing more teaching activities, teachers can improve students' comprehensive ability, solve problems encountered in English learning and help improve the quality of teaching.

2. The overall teaching status of junior high school English large unit under the core competence

First of all, the teaching concept of junior high school English teachers needs to be updated. As a widely used teaching mode, large unit teaching has strong practical significance. English teachers need to actively study the new teaching mode and improve the traditional, fixed and lack of innovation of the previous teaching concept. Under the traditional teaching mode, teachers are influenced by the concept of examination oriented education, paying too much attention to the results of the examination and paying attention to the level of English achievement. English teachers' ideas need to be innovated, and they should actively change their teaching ideas, so as to further improve the results of large unit teaching, increase students' learning motivation and improve students' core literacy. Secondly, in the design practice of teaching activities, large unit teaching activities have become a mere formality. Teachers still focus on Teaching in the teaching process,

leaving less time for students' activities and thinking. Students can not fully understand the content of the course, and then enter the next section of content learning. The time for learning and thinking is insufficient, resulting in a decline in teaching efficiency, It restricts the cultivation process of students' core literacy. Some teachers did not consider how to carry out teaching activities from the perspective of the unit as a whole, but focused on the explanation of new words, grammar, sentence patterns and other knowledge in the text. Students can only master the knowledge at the language level, and it is difficult to deeply understand the values, connotations and practical significance contained in the unit subject and text, and it is difficult to master the teaching theme of large units. Moreover, teachers' understanding of the overall teaching of the unit is not enough, and they lack attention to the educational function of the large unit teaching. In the link of teaching design, teachers pay too much attention to the previous teaching experience, which will also lead to the lack of practicability of the link design of teaching, and the lack of connection between the unit theme and the unit time. The emphasis on the instrumental nature of the English subject in English teaching will also lead to the inefficient teaching of the course under the unit theme, ignoring the attention to students' thinking ability and cultural cognition.

3. The overall teaching design and implementation strategy of junior high school English large unit under the core competence

3.1 Design the overall goal of the unit and improve the language ability

In the design process of large unit teaching, teachers should start from the goal of cultivating students' subject core literacy, pay attention to students' learning differences, reasonably arrange classroom teaching content, and make students give full play to their thinking ability in the learning process, improve their understanding ability, language ability, etc. Teaching objectives are the direction of teaching, which can effectively guide students' learning. Through the design of large unit objectives, teachers can actively reform teaching and clarify the direction of English teaching reform. First of all, in the design of large unit teaching, teachers should pay attention to the integrity of teaching. Large unit teaching takes the unit theme as the center, finds the connection between each class hour and each part of the content according to the teaching content, unifies and integrates, and constructs the teaching objectives of this unit. When designing teaching objectives, teachers should base on the requirements of the new curriculum standard and the specific needs of core literacy, pay attention to the development of students' language ability, and give full play to the educational function of English. For example, when learning the teaching of "my family", teachers can design unit teaching objectives to enable students to master the vocabulary application methods, through reading, teacher-student communication and other ways, take occupation as the theme to exercise their expression ability, and improve students' language expression ability. Specifically, teachers can carry out teaching practice around students' families through the theme of family members' occupation, deepen the relationship between students, and cultivate students' interpersonal skills. Teachers can provide the theme of career, build a situational teaching environment for students, let students talk freely, and discuss their expected career in the future, family career, etc. in the communication between students and teachers and students, students can get full exercise, and can actively learn through group exploration or autonomous exploration when encountering problems, Develop good expression habits and learning attitude, improve the students' language application ability.

3.2 Guide students to think actively and improve their thinking ability

In junior high school English core literacy teaching, teachers should focus on the training of students' thinking ability. Teachers can carry out targeted training through teaching arrangements to guide students' divergent thinking. Diversified and multi-level problems in large unit teaching will lead to confusion in students' thinking. Teachers need to clarify the level of teaching, and guide students' learning through questioning in class, so as to inspire students' in-depth thinking. In specific teaching, in the practice of text teaching, teachers should consider what aspects to discuss with students in unit teaching, the central theme of the text, the emotions contained in the text, and think about what information students need to reserve to complete the teacher's design. For example, in the teaching practice of "my school", teachers can design questions to guide students' thinking. First of all, the first level is to guide students' use of vocabulary, ensure students' cognition and memory of vocabulary, and lay a good foundation for subsequent learning; The second level is to guide the content of the text. The teacher asks the students how to summarize the content of the text in short words?What is the central idea of this lesson?The third level is for teachers to guide students to contact the usage of the key sentence pattern "there be". Teachers can leave students with questions to think about which scenes the sentence pattern of "there be" should be applied to, and encourage students to practice around the unit teaching content, talk about the landscape and architecture of the school, and introduce the characteristics of the school. At the same time, teachers can apply the mode of mind map to draw out the content of students' learning in this lesson, and promote the construction of students' knowledge framework. This way of guiding students' thinking and summarizing students' learning can improve students' ability of thinking divergence, enable students to master the method of review, and improve students' learning ability and thinking level.

3.3 Constructing English teaching situation and stimulating students' interest

English core literacy is a necessary quality for students. It is necessary to enable students to understand through thinking and perception in a specific teaching situation and strengthen their ability. Therefore, in the practice of junior high school English large unit teaching, teachers should change the previous teaching, create suitable teaching situations for students, mobilize students' interest in learning and enthusiasm for participation, and realize student-centered teaching construction. Teachers should combine English knowledge with diversified classroom teaching contents, design appropriate teaching situations, and change the monotonous teaching activities under the traditional teaching mode. For example, in the teaching practice of carrying out the classic literature unit, teachers can build a suitable teaching situation for students. With Alice in Wonderland as the center, with the help of multimedia equipment, teachers can introduce

teaching resources, build a fairy tale theme teaching situation, and build a harmonious teaching atmosphere. Teachers can ask students what they would do if you were Alice? Students' imagination can stimulate their interest in participating in classroom teaching. In the process of reading the story, teachers can design teaching activities to let students adapt or continue the story, or imitate the past continuous tense grammar in the text to practice. Teachers should encourage students to actively participate in activities, deeply understand fairy tales, and imperceptibly learn how to use grammar. At the same time, the construction of teaching situation will also make students' emotional experience more profound. Students understand western culture in the process of reading, can empathize with the protagonist of the story, cultivate emotional ability while appreciating the story, and improve their own application ability.

Summary:

As a teaching mode that can promote the comprehensive improvement of students' ability and quality, large unit teaching has important application significance. Junior high school English teachers should pay attention to the application significance of large unit teaching in the process of teaching design and implementation, actively update their own teaching practice level, improve teaching quality, and ensure the comprehensive development of students' core literacy and ability.

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