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Teaching Design and Practice of Integrative Practical Activity Curriculum in Primary School Based on Knowledge Building

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Abstract: Using the thinking mode of Knowledge Building to conduct teaching, change the traditional teaching mode, cultivate students' innovative consciousness and thinking, improve students' ability to analyze and solve problems, and improve classroom teaching effect have become an urgent and important problem to be solved in the current school curriculum teaching reform in China. This paper tries to summarize the teaching process of primary school comprehensive practical activity courses, show the teaching case of *Exploration of Xinjiang Cuisine* in sixth grade and the students' learning outcomes, and then evaluate the teaching effect from three aspects include teachers', students' and parents', finally, show the teachers' reflection on problems encountered in teaching process with knowledge building and thinking on how to solve these problems in the next teaching process.

Introduction

With the advent of the era of knowledge economy and globalization, the change of the traditional teaching mode, explore the new approach to learning, cultivate students' innovative consciousness, innovative thinking, improve students' ability to analyze problems, solve problems, improve the classroom teaching effect, cultivating innovative, high quality, high level talented person, has become the current school curriculum teaching reform in China urgently needs to solve an important problem. [1] therefore, teachers in this paper teach with the mode of knowledge-building thinking, which meets the needs of current school talent training and teachers' need to improve the effect of classroom teaching.

Knowledge constructivism holds that learning is a process in which learners construct their own knowledge system with the help of certain approaches and situations in a certain environment. It is also a process in which learners' subjective consciousness and objective cultural background interact and realize the dialogue between new and old knowledge. Knowledge construction attempts to connect students' new learning knowledge with their broader original knowledge, and ultimately help learners to have a deeper understanding of the connotation, rules and significance of the current knowledge, so as to connect the old knowledge with the existing knowledge, so as to improve the rational thinking and thinking threshold of learners. [2] as a kind of comprehensive practical activity courses are relatively independent form of curriculum organization, beyond the boundaries of traditional single subject, through the subjectivity of the students, creative, practical learning process, organic to combine knowledge and experience, theory and practice, in-class and after-class, combine internal and external, in order to improve the students' comprehensive ability to solve problems, promote the student cognition, emotion, meaning and harmony development. Reservation, branch of knowledge and way by subject knowledge organization form, formed a relatively closed environment, obviously, such a learning environment can guarantee closely linked with the need of the students' interests and does not guarantee students' prior knowledge and the background knowledge, experience opportunities, also cannot ensure that interacted with the learners. An open learning environment should be flexible and flexible in terms of teaching materials, learning methods and organizational forms. Learners can choose and choose according to their needs. An open learning environment is composed of various factors other than teachers, textbooks and students, including material, psychological, social and cultural factors. It is a dynamic system that constantly interacts with learners.

The theory of knowledge construction has a direct influence on the characteristics and value orientation of comprehensive practical courses.

To sixth grade of comprehensive practice curriculum exploration of Xinjiang cuisine is based on the idea of knowledge building in teaching, in the teaching process takes into account the student is very interested in food, the food is in the majority of Xinjiang, wide scope of students' study in food such as conditions, let the students give their subjective consciousness interact with Xinjiang food culture in the process of dialogue between the old and new knowledge, let the students in the process of construction of Xinjiang cuisine docking with the culture of Xinjiang, finally help students learned the current Xinjiang cuisine connotation, the law of the content of the project and significance have a more profound understanding. Use these formatting suggestions for the papers that will be published in the KBSI2018 site.

Research Question

How can students explore xinjiang cuisine with knowledge - based thinking? How does the teacher guide the student to establish the knowledge frame?

Method and Process

1. Teaching design of Integrative Practical Activity Curriculum in primary school based on Knowledge Building

- Participants: select sixth-grade students as the objects of study, their level of abstract thinking is close to adults, but requires some training.

- teaching preparation: Experience preparation about Xinjiang cuisine.

- Teaching objectives: (1) Knowledge and skills: let students know about the nutritional value of the Xinjiang cuisine they eat in daily life, and the sources and edible requirements of Xinjiang cuisine.

- (2) Process and method: cultivate students' ability to consult and integrate materials, and use the multimedia platform to communicate with other students about their works.

- (3) Emotion, attitude and values: through the research on Xinjiang cuisine, students are trained to clove their hometown, so that they know that the inheritance of food culture is hard-won and they should cherish their present life.

2. Teaching practice of Integrative Practical Activity Curriculum in primary school based on Knowledge Building

- project introduction

- putting forward and developing views

- design of students' research programs

- achievement report and exchange

- construction of new themes

- teaching evaluation

Results

- three students' paper about Xinjing cuisine

- teaching evaluation from students', teachers' and parents'.

Conclusion

Based on students' papers

- All three students have the preliminary thinking mode of thesis writing.

- The students ' thinking has been truly expanded, which has deepened the students ' understanding of Xinjiang cuisine.

Based on the evaluation

- Students generally agree that their ability to collect information, to read literature, and to express have all increased.

- Teachers realize that they can slowly appreciate the essence of knowledge building in practice, dare to try, willing to try new things.
- Parents generally reflect the students' practical ability to strengthen, do things actively, more in-depth thinking about the problem. Students in the search for information will have their own plans, more purposeful, their interest in the comprehensive practical activities of the course of learning has also improved.

Discussion

Teaching inspiration

- In the knowledge building of teaching, teaching is not what teachers teach students, the students go to school, and so should be a process, the students are in progress, the teacher also in progress, with teaching to promote students to learn, but also with the students' learning to promote teachers' teaching.
- In this teaching, students are divided into ability groups and interest groups. In fact, such grouping method will indeed discourage students' learning enthusiasm and initiative.

Shortcomings and solutions

- Due to objective reasons in the teaching of this semester, the use of the learning platform for creating, collecting and publishing students' views lagged behind. Due to the lag in the use of the platform, the knowledge points or sparks generated by students in class could not be reflected on the learning platform in time. The materials and learning achievements collected by students have not been timely recorded; Students' initiative is not fully developed; Lack of awareness of collecting paper materials and reading books.
- The comprehensive practice course of the next semester will record students' data collection results in a timely manner; As far as possible to mobilize the initiative of students, the initial use of incentives can be used, the frequency of incentives can slowly decline, in addition, as far as possible to mobilize students' interest in learning; In addition to comprehensive practical courses, we should try to cultivate students' awareness of collecting paper materials and reading books in other courses.

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