The Application of Task-Driven Method Based on Mobile Internet in the Reform of Applied Writing Teaching

Zhaofei Yan

Lanzhou Resources & Environment Voc-Tech College, Lanzhou, Gansu 730021, China

Abstract: The Internet course realizes the sharing of teaching resources. Students can use the online platform to discuss and share, which effectively improves the teaching efficiency and learning efficiency. The emergence of the online course provides an opportunity and direction for the reform and reconstruction of the applied writing curriculum system. This paper explores how to conduct task-driven teaching in the application of text writing in the context of the mobile Internet environment. Task-driven teaching method guides students to complete learning tasks in independent inquiry and teamwork by creating learning situations. It integrates teaching, learning and doing, which can stimulate students' interest in learning, improve students' comprehensive quality, and apply writing courses. Reform has strong applicability. In the teaching process, pay attention to the practicality, feasibility and hierarchy of task setting, proper teaching management, and focus on the use of procedural evaluation and diversified evaluation methods to guide students, so as to explore students' deep learning ability and improve students' comprehensive ability.

1. Introduction

Task-driven teaching method is a teaching method developed on the basis of constructivist teaching theory. The former Soviet educator Zankefu said: "When the teaching method touches the students' emotional and willing fields and touches the students' spiritual needs, they can exert their height. Effectiveness." [1] Constructivism believes that knowledge and construction occur when the learner's original knowledge or experience is activated. It emphasizes that by creating a real teaching environment, students can stimulate their interest in learning and master the initiative. . The task-driven approach is based on the constructivist teaching theory and emphasizes the teacher's design of the learning environment and the help of students' independent learning. Representative David Radcliffe believes that in the process of teaching, teachers should publish teaching tasks in a targeted manner, guiding students to focus on tasks, driven by strong problem motives, self-exploration and interactive learning, thus solving tasks.[2] The construction of knowledge and skills in the process is the foundation of the task-driven teaching model. The "Task-Driven Method" carries out teaching according to the four elements of the constructivist theoretical learning environment. The teaching process can be divided into: creating problem situations, presenting tasks, guiding teachers, students independently exploring, collaborating to complete tasks, and evaluating tasks. It mainly has the following characteristics:

1.1 Mission as the main line

In the classroom teaching, the design of the task is at the core and runs through the entire teaching process. The teacher firstly integrates the content of the study into the corresponding task theme by creating a problem situation; then, through classroom patrol, corrects and guides the student's completion of the task; finally, the teacher completes the review.

1.2 Teacher-led

The teacher's classroom role is embodied in: (1). The task designer, through the analysis of teaching materials, students and academic conditions to develop tasks. (2). The founder of the mission situation: actively create a situation that is conducive to the completion of the task. (3). The instructor and monitor who complete the task: the students will have uncontrollable factors in the

process of completing the task, and the teacher should strengthen the inspection and guide at any time. (4). The evaluator of the task completion: summarizing and evaluating the completion of the task.[3]

1.3 Students as the main body

The student's subjectivity is manifested in the following aspects: First, the cultivation of independent learning ability. During the task completion process, students maintain a strong curiosity and curiosity, actively explore and discover problems, and complete the construction of knowledge.[4] Secondly, it is manifested in the cultivation of students' creative ability. Students can choose their own solution to their problems based on their own understanding. Finally, it is expressed in the aspect of cultivating the ability of students to collaborate. Students need to communicate with teachers and classmates for tasks that need to be collaboratively completed, so as to further foster a collaborative spirit.

1.4 Scenario is induction

Constructivism emphasizes that teachers should be good at creating vivid and vivid scenes with certain emotions, allowing students to be placed in the simulated learning context, arousing the knowledge and experience in the original cognitive structure, thus "assimilating" or "compliance" with new knowledge. It can be seen that the task-driven approach is a typical experimental teaching method. By creating a natural and realistic scenario, a relatively complete task enables students to complete the construction of knowledge.

2. The current situation of college applied writing teaching and the necessity of adopting task-driven teaching method

University application writing is a public compulsory or elective course generally opened in colleges and universities. According to the author's observation, there are more students in this course and fewer students actively studying. The teachers speak more content and the students learn less. As a result, the teacher said that the students were sleepy. The reason for this phenomenon is that the teacher's lecture violates the rules of the mind accepted by the students. The teaching mode that teachers usually use is: theory study- study summary- student writing. This mindset is based on the perspective of the giver and does not take into account the psychology and needs of the recipient or learner. [5]This way of not perceptually understanding directly imposing rational things on students is contrary to the psychology of students accepting new things. Second, the teaching methods are old and innovative. Teachers are accustomed to using common case teaching methods, analytical teaching methods, multimedia teaching methods, etc. Although these methods are more practical and have lessons to be learned, they are still lacking in mobilizing students' learning and initiative. [6]Therefore, it is imperative to study the teaching rules of applied writing, explore the teaching methods of applied writing, and abandon the shortcomings of applied writing teaching. The task-driven approach is characterized by the creation of "tasks" by teachers, students as learning subjects, creative learning, exploration, and solutions to problems, and the completion of established "tasks". The advantage of this kind of teaching method is that the teacher is changed from the "performer" in the classroom to the "director". The student changes from the "audience" in the classroom to the "protagonist and actor", which can exert the subjective initiative of the students and mobilize the students' enthusiasm and initiative. On the other hand, from the perspective of teaching effects, because of the purpose and pertinence of task-driven teaching methods, it is more conducive to students to understand knowledge, integrate knowledge, and apply knowledge to solve specific problems in social practice. In the teaching of applied writing, this kind of teaching method can make students learn in a targeted manner, give full play to subjective initiative, enhance the initiative of learning and the sense of accomplishment after completing tasks, and make up for the passive acceptance of students and the lack of creativity.

3. Practice and application of task-driven teaching method in the teaching of applied writing course

The practice and application of task-driven teaching method in the teaching of applied writing course mainly includes the following four links. The tasks of students and teachers are shown in Figure 1.
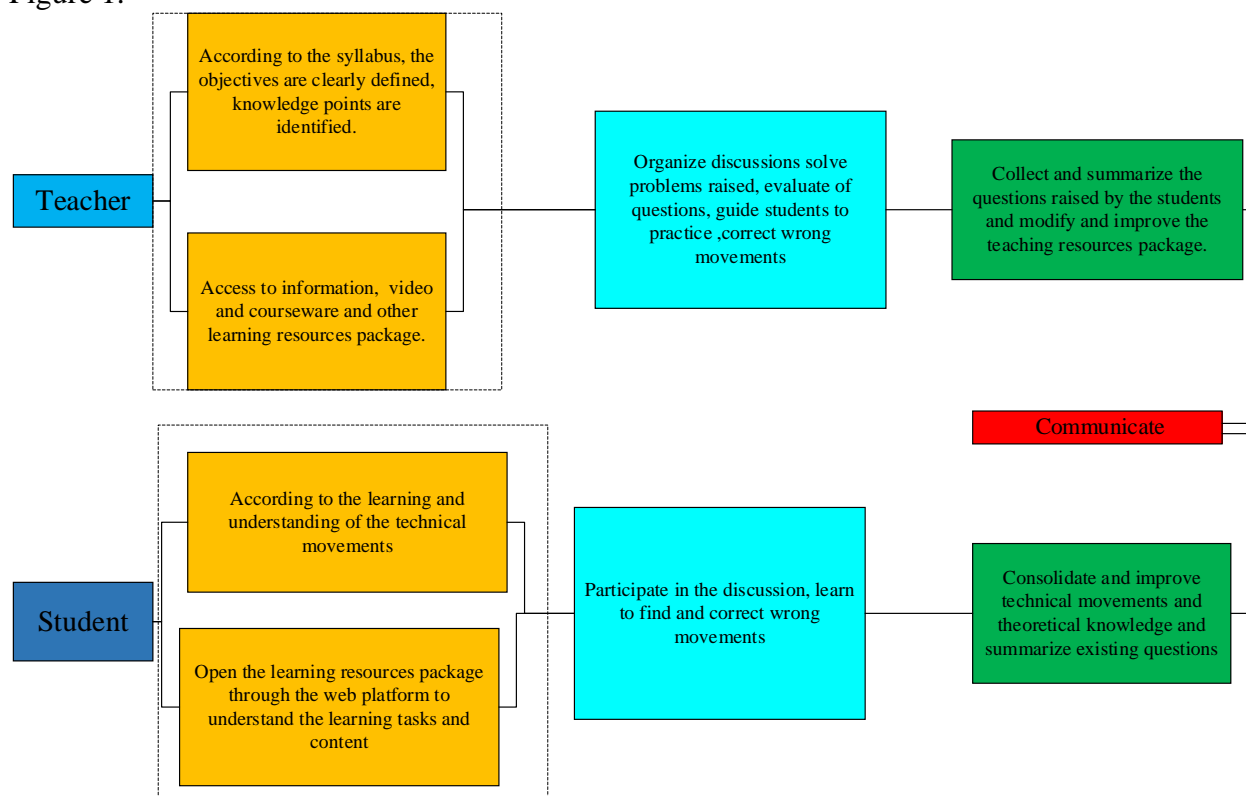

Figure 1 The structural diagram of task-driven teaching method

3.1 Situational creation and task presentation.

From the perspective of teaching content, teachers must first carefully plan the situation and skillfully design tasks. [5]The presupposition scenario must first consider the social reality and be closely related to the specific issues in the social reality. Second, we must consider the interest and make students interested in participating. After the scenario is preset, the teacher proposes the task. The task should pay attention to the following points: First, the ability to cultivate students as the biggest goal; Second, it should be closely related to the social life that students pay attention to; Third, the task must have certain inquiry, stimulate students' interest, and generate desire for exploration. The fourth is operability. On the basis of the existing knowledge, the students can successfully complete the task through the collaboration of the teachers through the inspiration and guidance of the teachers.

3.2 Preparation and implementation of the task.

3.2.1. Preparation step.

This session is best arranged at the end of the last lesson: Let students use the spare time to collect 1-2 excellent sample articles from the Internet on the Internet. Read the lessons first and gain emotional knowledge.

3.2.2. Classroom learning session.

At this stage, teachers must first recognize and present the learning objectives of market research reports. Including: (1) Knowledge Objective: To understand the role and characteristics of market research; to master the writing and writing requirements of market research reports. (2) Capability goal: It can conduct questionnaire design and survey on the market demand of the company's

products; it can analyze and analyze the data obtained from the survey and write a market survey report. Secondly, teachers should start with the examples of market research reports, briefly explain the concept and characteristics of market research; combine the examples to analyze their writing methods, writing requirements, and attention issues, so that students can understand and grasp the writing format and writing content of market research reports.

3.2.3. Implement the task link.

After the theory is taught, the teacher divides the students into study groups according to the actual situation of the students.[6] The study group should reasonably match the students according to their personality differences, resource differences, ability differences, and gender differences, so that they can cooperate with each other and learn from each other. The teacher stipulates that each study group's tasks are: (1) to develop a startup company project, the group members discuss the production of the market questionnaire, and formulate a market format questionnaire with complete specifications and content; (2) use the spare time to be certain questionnaires are distributed within the scope, market surveys are conducted, and survey results are obtained; (3) Statistics and analysis of the questionnaires are prepared to prepare for the writing of market research reports.

3.2.4. Writing session.

According to the materials obtained from the market research, students write a market survey report with complete specifications and content according to the writing requirements of the market research report. In this process, the views and methods between students are exchanged and the thinking process is revealed. Controversial questions or opinions can motivate them to think deeply, by looking at the materials or seeking the best answers through other channels.[6] The outline of the project, on the basis of completing the writing outline, complete the writing of the report. The writing of the survey report can be done in groups or by each student.

3.3 Experimental research results and analysis

Comparison and analysis of the results of pre-test and post-test in experimental and control classes. At the beginning of the semester, the author conducted a test of the students in the experimental class and the control class.[7] After one semester of experiments, the author once again conducted a test on the English application writing of the experimental class and the control class, with a perfect score of 40 points. To evaluate the effectiveness of the experiment, the specific situation is as follows:

Table 1 Pre-experimental experimental class and control class English writing

	Maximum score	Minimum score	Scoring rate	Standard deviation
Experimental class	32	13	47.6%	7.57
Control class	33	16	48.1%	5.29

Table 1 shows that the difference between the highest scores of the experimental and control students before the experiment is only 1 point, the difference between the lowest scores of writing is 3 points, and the experimental class is only 0.5% lower than the control class in writing scores. The English writing level of the experimental class and the control class is comparable and comparable. However, the standard deviation of the experimental class is higher than that of the control class, which indicates that the difference in the writing ability between the experimental class students is more obvious than the control group.

Table 2 Comparison of writing ability between experimental class and control class after experiment

	Maximum score	Minimum score	Scoring rate	Standard deviation
Experimental class	38	17	56.6%	10.36
Control class	35	18	51.2%	4.27

It can be seen from Table 2 that the increase in the writing rate of the experimental class after the experiment is more prominent, not only catching up with the control class, but also 5.5% higher than the control class. These data all show that compared with the control class, the writing ability of the experimental class students has been significantly improved. At the same time, we can also find from Table 2 that the standard deviation of the experimental class is gradually increasing, which indicates that the writing ability of the experimental class students is increasing while improving the overall gap.

Through the comparison of the above two tables, we can find that the highest score and the lowest score of the writing test in the experimental class and the control class after the experiment are improved, but the increase of the experimental class is obviously larger than that of the control class.

3.4 Completion, submission and communication of tasks

(1) The form in which the task is completed. Market surveys and market research reports must be submitted electronically on an individual or group basis.

(2) Class communication. Class communication can take many forms, and each group can display the work. The leader of each study group can briefly summarize the production of the questionnaire, the market research, the writing content of the market research report and the writing. The teacher will guide and comment according to the specific display of the work or the summary of the group, affirm the student's achievements, and point out the shortcomings of the research and writing. [7]The students will further modify and improve on this basis, and finally reach the content of the specific format which achieves the purpose of application writing teaching.

3.5 Summary and evaluation of tasks

After completing the teaching tasks, the teacher should summarize and evaluate the situation of this class. The main conclusions are: whether to complete the teaching task; whether to achieve the intended purpose; what are the students' training links; what problems exist in the students' writing How to improve and so on.[8] Summary evaluation should pay attention to the following issues: First, timeliness. Summarize the evaluation in a timely manner, and make appropriate evaluations after the students complete the survey report and show it in the class. The second is to evaluate the diversity of subjects. It can be conducted by means of teacher comments, student self-assessment, and student mutual evaluation. The third is encouragement. Encourage students to participate actively, be brave in practice, and be creative.

4. Conclusion

The task-driven approach emphasizes student-centeredness, pays attention to the subjective nature of students, and changes the teaching mode of teacher-speaking and student-speaking in traditional teaching methods. In the English writing class, driven by the task, the students fully exerted the subjective initiative, selectively perceive new information according to the existing cognitive structure, actively construct a new cognitive structure, and improve their language ability. Task-driven teaching is a kind of inquiry-based learning, which is conducive to cultivating students' subjective awareness, innovative thinking and practical ability. Task-driven pedagogy provides students with more opportunities for collaborative learning, which is conducive to cultivating students' team awareness and cooperation skills. The task-driven approach provides students with more opportunities to use language, which is conducive to the development of students' comprehensive use of language. The student understands the meaning of the language while understanding the use environment and expression of different languages. Task-driven teaching method is an effective teaching method, which transforms knowledge teaching into developmental teaching, focusing on cultivating students' comprehensive ability to use language. Teachers should create a real teaching environment as much as possible. By setting up a series of teaching activities, students can form a language understanding and understanding in the natural state, and learn language in their application. In short, the application of task-driven teaching in English writing

teaching enables students to use language in various communicative activities and achieve the ultimate goal of learning the language.

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