

Practical Application of “Task Leading-Evaluation Driven” Classroom in College Applied Literature Teaching

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Abstract: Task-driven in university applied literature teaching refers to the completion of learning tasks through scenario simulation, group discussion and inquiry, which integrates teaching, learning and practice, which is conducive to mobilizing students' enthusiasm for learning, stimulating their enthusiasm for class participation, improving their comprehensive quality and improving the efficiency of applied literature teaching. However, in practical teaching, it is not simple theoretical explanation and practical operation that are feasible. Teachers should carry out applied literature teaching step by step through careful design, task guidance and diversified evaluation, so as to better improve students' learning efficiency.

1. Introduction

Guided by task leading-evaluation driven, the teaching of applied literature helps students to improve their writing skills and meet the requirements of enterprises and social talents. In addition, under the background of the new curriculum, the traditional infusion and cramming teaching methods have lagged behind the modern education teaching, and the new teaching mode that follows emphasizes the student-oriented, innovative teaching methods and innovative teaching concepts. Task-driven teaching, as a new teaching form, has been widely applied and actively promoted with remarkable teaching effects.

2. Analysis of Task Leading---Evaluation driven Teaching Methods

Task-driven teaching method is a new teaching method derived from the new curriculum background. With the purpose of mobilizing students' enthusiasm, task-driven teaching method guides students to complete learning tasks by creating a harmonious teaching environment to enhance their independent learning awareness. It is helpful to improve the teaching effect and quality by applying it to the teaching of applied literature in universities. Students take the teaching objective as the task and stimulate the learning enthusiasm to complete the task. The teacher's transformation of teaching objectives is also the transformation of teaching methods, and the teaching content is applied to the improvement of students' writing level. Compared with traditional infusion and cramming teaching methods, task-driven teaching differs in that the task is to guide students to better integrate into the social environment in a specific application environment. Task leading-evaluation driven teaching takes tasks as the main line, teachers as the leading role and students as the main body. In the teaching of applied literature, task layout is the core and integrated into the teaching. Teachers apply what they have learned to the task theme through environment creation, and summarize the task through classroom guidance and correction. In classroom teaching, teachers act as task designers, situation creators and task instructors to assign tasks to students and simulate corresponding situations to help and guide students. The main body status of students mainly focuses on: first, the cultivation of independent abilities, mobilizing curiosity and thirst for knowledge so as to actively think, explore and research, and establish a preliminary knowledge structure. Second, the cultivation of creativity. Through problem analysis, students find ways to solve problems and stimulate innovation. Third, the cultivation of cooperation awareness. Sometimes the completion of a task requires team members to cooperate and communicate. This

process helps the students to cooperate and stimulate the cooperation spirit.

3. The deficiency of Task Leading---Evaluation driven in applied literature teaching

3.1 Task-driven lack of objective understanding

Many teachers believe that task-driven application in applied literature teaching refers to assigning learning tasks to students and making them complete independently. Some teachers will directly apply teaching objectives to task-driven teaching. Although there is a close relationship between teaching objectives and task-driven, there are significant differences in essence. Due to the teachers' lack of objective understanding of task-driven teaching mode, the teaching effect is not ideal.

3.2 The concept of student learning is out of the task-driven teaching mode

In traditional teaching, students are encouraged to develop the application habits, but in the teaching only through a single explanation, the teacher gives the questions, which are completed by the students and then corrected by the teachers. Traditional practical writing teaching has fixed writing templates, formats and requirements. Students only need to write according to the requirements. At present, the adoption of task-driven teaching mode further opens up the writing space for students, which makes students feel at a loss and do not know where to start, and it is difficult to adapt to the task-driven teaching mode, and students' learning effect is poor.

3.3 The task arrangement is lack of artistry

Task layout requires teachers to combine the key points and characteristics of applied literature teaching to assign tasks, and at the same time, task design should be carried out according to students' learning situation and ideology, so as to better attract students' attention and mobilize their participation enthusiasm. However, according to the current task-driven teaching situation, teachers lack scientificity in assigning teaching tasks, and lack of communication with students makes students less active in participation.

4. Practical Application of “Task Leading---Evaluation driven” Classroom in College Applied Literature Teaching

4.1 Task design

First of all, the application is mainly used to deal with life and work problems. Therefore, in actual teaching, teachers should set tasks in combination with professional characteristics. For example, when the transaction document module is designed, the task assignment for the drug administration specialty can be the Chinese herbal medicine market survey; for the automobile maintenance professional students, the car ownership survey can be arranged. Second, the difficulty of the task is mastered. Teachers should pay attention to the difficulty assessment of tasks during task design. Tasks can neither be too difficult nor too simple. It is difficult to go beyond the knowledge of students and lead to a decline in learning enthusiasm. Too simple is not conducive to the ability of students to tap. Therefore, the task design is best to be close to the student life, from the beginning of life to better help students master the practical writing. Finally, layered settings. Task-driven stratification: There are differences among students. Teachers should also adapt to the local conditions in the process of task design. Students should be interested in tasks based on their knowledge structure, cognitive level, and ideology. Usually a task can cover 1-2 knowledge points can be used, pay attention to the stratification of the task, from simple to difficult.

4.2 Task guidance

When the task is released, the teacher sets the situation to mobilize the student's enthusiasm; when the student encounters the bottleneck, he points to the maze; when the student completes the task, he helps to expand and extend. First, do a good job in teaching guidance. It is difficult to

ensure that the assignment of practical tasks can ignite all students' enthusiasm for learning, so teachers should pay attention to the mobilization of students' interests. For students who can't keep up with the teaching progress, teachers should analyze the reasons and influencing factors and summarize the experience so as to help students solve difficult problems. Second, teaching organization design. Sometimes the completion of a task requires students to cooperate with each other, communicate and discuss with each other, and it is difficult to complete it well by one person. For this reason, task-based teaching can be carried out in groups. 4-6 people work in groups and a leader should be selected. The teacher releases the tasks to each group and the team leader leads the team members to complete the tasks together. Third, task guidance. Teachers observe the progress of each group of students' task completion, timely guide the wrong ideas, let students find the right direction for the answer to the question, and develop the knowledge and skills to improve the learning efficiency.

4.3 Creating a situation

Creating a situation can simulate a real situation or create a real scene. Firstly, simulate real-life scenarios, combine teaching objectives and teaching materials to explain theoretical knowledge to students through multimedia technology, and then design specific scenarios to explore and discuss a certain target audience. For example, to create a high-professional comprehensive university, it is necessary to set up a training base and expand the base area. Students write an application on behalf of the school and guide students to integrate their thoughts and ideas into the article based on the actual situation of the school. Secondly, using available resources to provide scenarios, such as libraries, lecture halls, supermarkets, etc., students explore and discuss in real situations through visiting and experiencing. For example, the school will hold a fun sports meeting, which involves press releases, notices and so on to let students get practice through the sports meeting.

4.4 Drive evaluation

Break away from the traditional form of score evaluation and carry out learning evaluation based on various aspects and the whole process, including students' performance status, self-awareness, cooperation ability and so on. Firstly, driving evaluation attaches importance to the evaluation of students' performance process in task inquiry, and the evaluation of knowledge mastery not only highlights the ability assessment but also covers the learning performance process. Teachers evaluation is the main, students self - evaluation and mutual evaluation as a supplement. Secondly, the integration of personal scores and group scores. Drive evaluation emphasizes the cooperation of the students to show their personal status and professional quality. In the evaluation process, the student's scores are related to the group's scores, namely: individual score = group score + personal evaluation score. The results of the group are determined by the teacher, and the individual results are obtained through mutual evaluation of the students, which is conducive to mobilize the enthusiasm of students to participate. Finally, the refinement of audit standards. The evaluation is carried out through refinement and quantification. For example, the oral examination is divided into different examination contents, including appearance, behavior, communication ability and post ability. The score is distributed to the examination project according to the total score, which is conducive to the improvement of students' comprehensive quality.

5. Conclusion

Based on the comprehensive analysis, the adoption of task-driven teaching mode in college writing teaching is of positive significance to the improvement of teaching efficiency and quality. Task-driven teaching carries out applied literature learning through task-guided teaching, and objectively evaluates the learning results, which is conducive to the improvement of students' learning efficiency. Combining the characteristics of students' learning, formulating learning tasks, highlighting the difficulties of teaching, and setting up learning tasks scientifically can promote the improvement of the quality of applied literature teaching and the progress of students' learning efficiency.

References

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