

# The Conceptual Innovation and Practical Path of Primary School Homework Design under the New Curriculum Standard

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**Abstract:** This paper, based on the perspective of the new curriculum standards, analyzes the practical challenges in traditional homework design for primary schools, clarifies the core direction of conceptual innovation, and explores a scientifically grounded and practically applicable approach to homework design, providing a reference for primary school educators to optimize homework design.

**Keywords:** New Curriculum Standards; Primary School Homework; Conceptual Innovation; Practical Approaches

## 0. Introduction

The new curriculum standards explicitly advocate the "student-centered development" philosophy, emphasizing that education should focus on cultivating students' core competencies, particularly their self-directed learning abilities, practical innovation skills, and comprehensive application capabilities. As an extension and supplement to classroom instruction, homework serves not only as a crucial tool for knowledge consolidation but also as a vital medium for guiding independent exploration, deepening learning experiences, and fostering home-school collaboration in education. However, current homework design in primary schools still exhibits several issues that contradict the new curriculum standards' principles. These include an overemphasis on rote memorization, predominantly written exercises, and a lack of personalized and practical approaches. Such practices not only increase students' academic burden but also undermine the educational value of homework. Therefore, under the framework of the new curriculum standards, promoting conceptual innovation in primary school homework design and exploring scientifically effective implementation pathways hold significant theoretical and practical value.

## 1. The Realistic Dilemma of Primary School Homework Design under the New Curriculum Standard

### 1.1 The Deviation of the Objective of the Homework from the Core Competence Orientation

Traditional homework in primary schools primarily focuses on reinforcing classroom knowledge, emphasizing rote memorization and mechanical drills while neglecting the cultivation of core competencies. For instance, Chinese assignments often involve copying vocabulary, sentences, and reciting texts; math homework typically consists of calculation exercises and word problems; English assignments mainly include vocabulary copying and reading. Such homework measures students' knowledge mastery but overlooks the development of essential skills like critical thinking, practical abilities, and innovative awareness. Under the new curriculum standards that emphasize core competency development, these homework objectives no longer align with modern educational needs and fail to fulfill their educational purpose.

### 1.2 The Assignment Content Is Repetitive and Lacks Relevance

Current primary school homework is predominantly assigned by teachers based on textbook or classroom content, often neglecting students' real-life experiences and interests. The assignments tend to be rigid, monotonous, and lack interdisciplinary connections, resulting in a fragmented approach. On one hand, the content is disconnected from students' daily lives, making it difficult for them to apply what they've learned, which dampens their motivation. On the other hand,

homework is assigned in isolation across subjects, lacking integration or coherence. This fails to help students build a systematic knowledge framework or develop cross-disciplinary skills. For instance, Moral and Rule of Law assignments often focus on memorizing teacher-defined key points, disconnected from Chinese observation journals or math data analysis, thus failing to achieve the goal of interdisciplinary education.

### **1.3 The form of homework is single and the practicality is insufficient**

Traditional homework in primary schools predominantly consists of written assignments, with limited emphasis on practical and exploratory tasks. While written assignments help students consolidate knowledge, the repetitive nature of such tasks can lead to fatigue and resistance, hindering the cultivation of learning interest. Moreover, the lack of hands-on activities deprives students of opportunities for practical engagement and independent exploration, making it difficult for them to deepen their understanding of knowledge or effectively develop practical skills and innovative thinking. For instance, art classes often assign only drawing tasks without guiding students to observe daily life and discover beauty through practical observation. Similarly, labor education assignments focus primarily on memorizing theoretical knowledge rather than engaging in real-world practical activities, which contradicts the fundamental principles of labor education.

## **2. The Conceptual Innovation of Primary School Homework Design under the New Curriculum Standard**

### **2.1 Core Competency Oriented Concept: Highlighting the Educational Value of Homework**

Under the new curriculum standards, primary school homework design should prioritize the cultivation of core competencies, moving beyond traditional knowledge-based approaches to align objectives with competency development. Teachers should clearly define the specific connotations of core competencies in each subject, considering students' cognitive characteristics and developmental needs across different academic stages. Homework should be designed to foster critical thinking, practical skills, innovative awareness, and collaborative abilities. For example, Chinese language assignments could include "Observation Diaries of Language in Daily Life," guiding students to notice linguistic patterns in their surroundings and enhance their language application and observation skills. Mathematics assignments might feature "Family Expense Statistics and Analysis," enabling students to apply mathematical knowledge to solve real-world problems and develop data analysis skills and practical awareness. Through competency-oriented homework design, we can fully leverage the educational value of assignments, shifting from "knowledge consolidation" to "competency cultivation."

### **2.2 The Idea of Life and Context: Enhancing the Fun and Relevance of Homework**

The new curriculum standards emphasize the connection between education and real-life experiences, requiring teaching content to align with students' daily lives. Therefore, primary school homework design should adopt a life-oriented and context-based approach, integrating assignments with students' living situations. This allows students to appreciate the value of knowledge in familiar contexts and sparks their interest in learning. For example, science classes could design "Practical Waste Sorting and Investigation" assignments to help students understand waste classification through hands-on practice and cultivate environmental awareness. Language arts classes might create "Writing a Gratitude Letter for Family Members" assignments to enhance language skills through emotional expression. Mathematics classes could develop "Supermarket Shopping Budget Planning" assignments to apply mathematical knowledge in real-world shopping scenarios. Additionally, homework design should focus on interdisciplinary connections by creating integrated cross-subject assignments, guiding students to build a systematic knowledge framework.

## 2.3 Personalization and Differentiation: Focus on Individual Differences of Students

The new curriculum standards emphasize "respecting individual differences among students and promoting personalized development." Given the significant variations in cognitive levels, learning abilities, and interests among primary school students, the traditional "one-size-fits-all" homework design approach fails to meet diverse developmental needs. Therefore, homework design should embrace personalized and differentiated concepts, fully considering individual differences through tiered and flexible assignments. On one hand, teachers can categorize homework into three levels based on students' learning abilities: basic, advanced, and challenging. Basic-level assignments focus on knowledge consolidation for weaker learners; advanced-level tasks emphasize knowledge application and expansion for average students; while challenging assignments prioritize exploration and innovation for high-achieving students. On the other hand, teachers can design flexible homework options allowing students to choose content and completion methods according to their interests. For example, Chinese language assignments may offer multiple choices such as "reciting texts and recording audio", "creating mind maps of the text", or "writing story continuations", enabling students to make autonomous selections. Through personalized and differentiated homework design, every student can gain a sense of achievement and achieve individualized development.

## 3. The Practical Path of Primary School Homework Design under the New Curriculum Standard

### 3.1 Anchoring Literacy Target, Optimizing the Design Core of Homework

Homework design should anchor itself in core competency development. Educators must first thoroughly analyze the new curriculum standards to identify subject-specific competency requirements, then establish objectives that balance knowledge acquisition with competency cultivation tailored to students' cognitive characteristics. Building on this foundation, educators should integrate diverse resources from daily life, academic disciplines, and societal contexts to diversify assignment formats. This includes designing hands-on inquiry-based tasks to guide students in practical exploration, creating interdisciplinary integrated assignments to achieve holistic education, and incorporating digital learning tools to enhance students' digital literacy. Through these approaches, homework can evolve from mere knowledge reinforcement to comprehensive competency development.

### 3.2 Based on Individual Differences, Implement Personalized Assignments

To accommodate individual differences in cognitive development and learning abilities among primary school students, we move away from a one-size-fits-all approach and implement tiered, flexible assignments. The system features three levels: a foundational tier (knowledge consolidation), an advanced tier (knowledge application and expansion), and a challenge tier (exploration and innovation). Students can freely choose or progress to higher-level challenges. Additionally, diverse assignment options are provided, allowing students to select content and completion methods based on their interests. This ensures every student gains a sense of achievement and boosts their learning motivation.

### 3.3 Improve the safeguard mechanism and enhance the operational efficiency

Develop a dual safeguard mechanism integrating multi-dimensional evaluation with home-school collaboration. The evaluation system combines teacher assessments, student self-evaluations, and parent feedback, balancing quantitative metrics like accuracy with qualitative aspects such as homework process and innovative thinking, while providing timely guidance through motivational feedback. For home-school collaboration, initiatives like parent-teacher conferences and online workshops help parents establish proper homework concepts. Regular communication channels are established, and parent-child collaborative assignments are designed to foster a positive homework environment. This synergy between home and school enhances the effectiveness of homework implementation.

#### 4. Conclusion

Under the new curriculum standards framework, innovating homework design concepts and exploring practical approaches for primary school assignments have become crucial measures to cultivate core competencies, reduce academic burdens, and enhance educational quality. Traditional homework practices—characterized by goal deviation, rigid content, monotonous formats, and inadequate evaluation systems—now fail to meet the requirements of the new standards. Educators should adopt core competency-oriented approaches, incorporating life-related contexts, personalized differentiation, and process-based evaluations. By optimizing assignment objectives, diversifying content formats, implementing tiered flexible assignments, establishing multi-dimensional assessment systems, and strengthening home-school collaboration, we can drive the transformation of primary school homework. Only through these measures can homework truly fulfill its educational value, becoming a vital tool for developing students' core competencies and enabling personalized growth, thereby laying a solid foundation for high-quality development in basic education.

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