

# *The overall design of junior middle school English unit assignment from the core perspective*

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**Keywords:** Unit work; Core competence; Whole unit teaching

**Abstract:** This paper discusses the design principles and practical methods of unit work from the perspective of core competence. There are many problems in traditional assignment, such as large quantity, single type, lack of hierarchy and subjectivity. Therefore, teachers need to carry out scientific burden reduction and efficiency increase, and design reasonable assignment. The proposal of core competence provides a new perspective for assignment design. Teachers should ensure the consistency of assignment objectives and teaching objectives based on the "new curriculum standard." The content of assignment should be selected around the four dimensions of core competence-language ability, cultural character, thinking quality and learning ability. The evaluation method should take into account both process and result to ensure a comprehensive system. Finally, teachers should give students reasonable feedback in time to promote students' all-round development. This design aims to reasonably reduce the burden, improve the quality and efficiency, and provide a quality reference for English teachers.

## 1. Introduction

In April 2021, the General Office of the Ministry of Education issued a notice on "strengthening the management of assignment in compulsory education schools", pointing out that assignment is an important part of school education and teaching management and a necessary supplement to classroom teaching activities[1]. However, there are many problems in the design of traditional Chinese assignment, such as large amount of assignment, single type of assignment, lack of subjectivity and hierarchy, scattered and isolated knowledge of assignment investigation, and vague objectives of assignment. Based on this background, teachers should carry out scientific burden reduction and efficiency increase, and design reasonable assignment.

In March 2014, the Ministry of Education issued the "Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Tasks of Lideshuren" (hereinafter referred to as "Opinions")[2]. The important concept of "core competency" has been proposed, requiring the cultivation of students' core competencies to be a key link in promoting curriculum reform.

In 2022, the Ministry of Education of the People's Republic of China formulated the "English Curriculum Standards for Compulsory Education" (hereinafter referred to as the "New Curriculum Standards"), clearly pointing out that it is necessary to promote the implementation of unit teaching as a whole. When designing the overall teaching of the unit, the teacher deeply understands the

curriculum objectives and integrates or reorganizes the unit content ; to construct a target system composed of unit teaching objectives, discourse teaching objectives and class teaching objectives ; under the guidance of teaching objectives, a series of teaching activities, including in-class and out-of-class activities, are planned to help students gradually build their cognitive development ability of unit themes ; implement continuous evaluation to help teachers adjust teaching strategies in time and ensure the realization of teaching objectives ; guide students to gradually construct and generate based on the study of the content of each discourse and the exploration of the meaning of the theme, and promote the formation of the comprehensive performance of their core competence around the deep cognitive attitude and value judgment of the unit theme, and strengthen the cultivation of students ' English core competence[3].

Therefore, this paper believes that teachers should arrange unit assignments from the perspective of core competence. The unit assignment goal and the unit teaching goal are based on the ' new curriculum standard ' and maintain the principle of consistency. The content selection of unit assignment is guided by core competence to promote the development of students ' language ability, cultural character, thinking quality and learning ability. The evaluation of unit assignment should take students as the main body, choose the evaluation method of process and result, and carry out a comprehensive and systematic evaluation with the four dimensions of core competence. Finally, timely check the homework situation of students and provide reasonable feedback on their psychological development level based on their learning status. The design of unit assignment from the core perspective is intended to reasonably reduce the burden, improve the quality and efficiency, and provide a reference for English teachers to design quality assignment.

## **2. The connotation of unit overall teaching assignments**

Assignment is an important supplement to classroom learning. It is an independent learning activity for students, especially the learning tasks completed by students in their spare time. The ' new curriculum standard ' proposes to promote the curriculum design of unit teaching, and the design and implementation of assignment should also be carried out from the perspective of unit. The design and implementation of overall unit assignments is one of the effective ways to promote the cultivation and development of students' core English subject abilities. Xie Feixia [4] believes that unit assignments should be reorganized, different modules of assignments should be integrated, innovative unit integrity assignments should be designed, old knowledge should be reviewed and consolidated, students ' English learning competence should be improved, students ' learning ability should be developed, and cross-cultural communication ability should be improved.

The unit overall teaching assignment is a systematic, hierarchical and targeted assignment design method that teachers break the unit boundary, refine the theme meaning based on the unit discourse, construct the unit concept, formulate the unit goal and teaching goal according to the learning situation, design a series of English learning activities, and practice the unit classroom teaching after the integration of " teaching evaluation " under the background of core competence. The purpose of unit assignment design is to reduce the burden and improve the quality and efficiency, including pre-class preview, after-class writing tasks or practical activities. By setting diversified, innovative and hierarchical assignments, students can carry out reasonable burden reduction and decompression, formulate unit assignment objectives consistent with teaching objectives, refine unit assignment content, enrich unit evaluation methods and types, and timely feedback, so as to improve quality and efficiency from these four aspects. Unit assignment aims to follow students ' physical and mental development rules and learning characteristics, reduce students ' assignment burden, achieve effective teaching and learning, and promote students ' all-round development and improve their core competence of English subject.

### **3. Inevitability of core horizon**

Cheng Xiaotang and Zhao Siqi [5] believe that the problem of core competence is actually the problem of what kind of people to cultivate, emphasizing students' comprehensive development and lifelong learning. Core competence is an inevitable means of education and teaching as a way to cultivate and develop people. The guiding ideology, revision principles, curriculum standards, curriculum nature, curriculum concept, curriculum objectives and curriculum content of English curriculum all focus on the development and cultivation of Chinese students' core competence. As a supplementary form of unit teaching, unit assignment should also be consistent. The core competence required by unit assignment should be discussed from four aspects: language ability, cultural awareness, thinking quality and learning ability. The inevitability is mainly reflected in the following four aspects:

#### **3.1. Cultivate students' comprehensive language application ability**

The language ability in the core competence of English subject refers to the comprehensive application ability of students in listening, speaking, reading and writing. By assigning assignment related to core competence, students can continuously exercise and improve their comprehensive language use ability in practice, so as to better master the language of English.

#### **3.2. Enhance students' cultural awareness and intercultural communicative competence.**

Cultural awareness in English key competencies refers to students' understanding and respect for different cultures and their ability to communicate effectively in different cultural backgrounds. By assigning assignment related to cultural awareness, students can better understand the culture of different countries, enhance cultural awareness, improve intercultural communication ability, and lay a foundation for future international exchanges.

#### **3.3. Improve students' thinking quality and innovation ability**

The thinking quality in the core competence of English subject refers to the thinking habit, thinking mode and thinking ability formed by students in English learning. By assigning assignment related to thinking quality, students can exercise their thinking ability, improve their ability to analyze and solve problems, and cultivate their innovative spirit and ability.

#### **3.4. Promoting students' autonomous learning ability**

The learning ability in the core competence of English subject refers to the consciousness and ability of students to actively use and actively adjust English learning strategies, broaden English learning channels, and strive to improve English learning efficiency. By assigning assignment related to learning ability, it can help students form the habit of autonomous learning, improve their autonomous learning ability, and lay a foundation for lifelong learning in the future.

### **4. The design idea of unit whole teaching assignment**

#### **4.1. Design intention - reducing burden and increasing efficiency**

The State Council issued the 'Opinions on Further Reducing the Academic Burden and Off-campus Training Burden of Students in Compulsory Education', which reflects the macro-control of the Party Central Committee on the academic burden of students. Based on the guidance of the "

double reduction " policy, the design of unit assignment should be scientific and reasonable to reduce the burden, respect students ' subjectivity and difference, and arrange personalized, diversified and hierarchical assignment. On this basis, the quality and efficiency can be improved, so that students can actively participate in their studies and promote their all-round development.[6]

## 4.2. Unit assignment design ideas-to promote the cultivation of English subject core competence

Li Xingyong[7] believes that assignment is an important means to implement the concept of " new curriculum standard " and cultivate and improve students ' core competence of English subject. The core competence-oriented unit overall teaching assignment design plays a role in promoting teaching and learning. The intention of the design should be based on the implementation of the double reduction policy, scientific and reasonable reduction of the burden, but also on this basis to improve the quality of work to increase the learning effect.

### 4.2.1. The design flow chart

The design flow chart is as follows in fig 1.

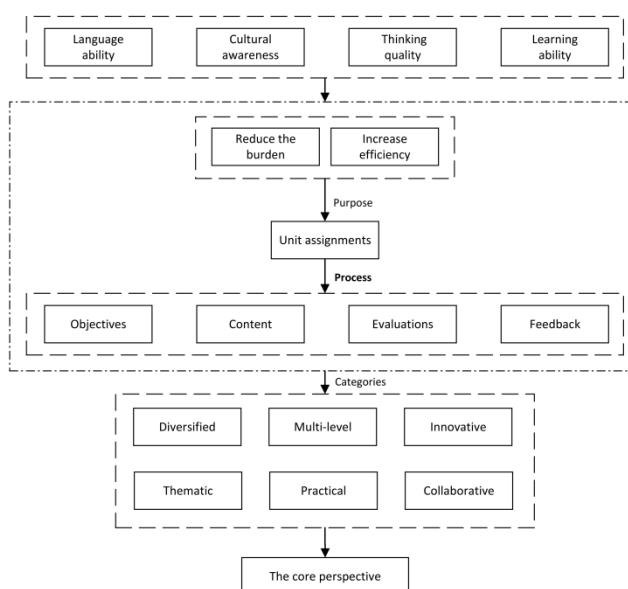


Figure 1: Flow chart of unit operation design

### 4.2.2. The design idea of unit operation

It refers to the implementation through effective ways under the intention of reducing burden and increasing efficiency. The specific implementation strategy: to optimize from four aspects: the goal setting of assignment, the selection of assignment content, the dimension and standard of teacher evaluation, and the timely feedback adjustment, in order to realize the design intention of unit assignment.

(1) Clear assignment objectives: teachers set the goal of unit assignment according to unit teaching, so as to supplement the content of unit teaching classroom, so as to promote teaching and learning. The formulation of the goal makes students aware of the standards they need to achieve and improves students ' independent academic ability.

(2) Selection of assignment content: Teachers should carefully select and design assignment

content according to the learning situation and unit teaching content to ensure the pertinence and effectiveness of assignment.

(3) Scientific evaluation work: establish a multi-dimensional evaluation system, including self-evaluation, peer evaluation and teacher evaluation, to ensure the fairness and accuracy of evaluation.

Teachers should give students assignment feedback in a timely manner, provide targeted guidance and help for students' problems and deficiencies, and adjust assignment design in a timely manner according to students' learning situation.

In the whole process of the arrangement and implementation of the unit assignment and the completion of the unit assignment, the core competence includes four abilities: language ability, cultural consciousness, thinking quality and learning ability. The four abilities are not developed side by side. First of all, language ability is the basis of the core competence of English subject, which involves language knowledge, language skills, language understanding and language expression. Students need to master language knowledge such as pronunciation, vocabulary and grammar, and practice through language skills such as listening, speaking, reading and writing. This practical application also helps to deepen the understanding and expression of language.

Secondly, cultural awareness is an important part of the core competence of English subject. It is the understanding and cognition of the history, culture, social customs and values of the target language country. Language and culture are inseparable. A deep understanding of the culture of the target language country helps students better master language knowledge, improve language skills, and achieve cross-cultural communication. Therefore, the cultivation of cultural awareness can enhance students' language ability and enable them to understand and use English more accurately.

Furthermore, the quality of thinking is the improvement of the core competence of English subject, which is mainly reflected in the difference of individual's intellectual characteristics in thinking activities. By cultivating the thinking ability of analysis, reasoning and judgment, students can understand and use English more deeply, and can also better understand and analyze the culture of English-speaking countries. Therefore, the cultivation and development of thinking quality and the cultivation of language ability and cultural awareness are complementary to each other.

Finally, learning ability is the key to the core competence of English subject, which involves metacognitive strategies, cognitive strategies, communicative strategies and affective strategies. The development of learning ability is helpful for students to master language knowledge and skills more effectively, and it can also promote their understanding of culture and deepen their thinking. Therefore, the development of learning ability is an important guarantee for the continuous improvement of language ability, cultural awareness and thinking quality.

The four abilities in the core competence of English subject are interrelated and mutually reinforcing. It runs through the whole process of teachers' design and implementation and students' completion of unit assignment tasks. Teachers should pay attention to the overall cultivation of these four abilities, and design six types of unit assignments from the unit perspective: multiple, hierarchical, innovative, thematic, practical, and cooperative. Finally, the overall purpose of cultivating students' English subject core competence is achieved.

(1) Diversified forms of assignment: In addition to traditional written assignment, various forms of assignment such as group discussion, role-playing, and online interaction can also be designed to stimulate students' interest in learning.

(2) Level assignment content: For different levels of students, design different difficulty assignment to ensure that each student can find their own challenges in the assignment.

(3) Innovative assignment design: Encourage students to carry out innovative learning, such as designing English posters and writing English short plays, so as to cultivate students' innovative thinking and practical ability.

(4) Theme-based assignment: design a series of related assignment around a certain theme, such

as ' my holiday life ', ' my family ', etc., to help students systematically review and consolidate what they have learned.

(5) Practical assignment: Encourage students to use their holiday time to conduct field surveys or interviews, such as 'local English usage ', to cultivate students ' practical ability and intercultural communication ability.

(6) Cooperative assignment: Encourage students to complete assignment with their peers or parents, such as writing English stories and making English videos, so as to cultivate students ' cooperative spirit and teamwork ability.

Through the implementation of this design idea, it is hoped that students ' core competence of English subject can be improved in an all-round way; the burden of students ' assignment has been scientifically and reasonably reduced, and the quality of assignment has been significantly improved. Students ' learning interest and learning motivation are stimulated to form a positive learning atmosphere; teachers ' professional quality and teaching ability have been improved, forming a good educational ecology of teaching and learning.

## **5. The specific path of unit operation implementation**

Taking Unit 1 Can you play the guitar of the junior high school English textbook (GO FOR IT) as an example, this paper analyzes the specific process and case of the design of unit teaching assignments oriented by the core competence of English subjects.

### **5.1. Extracting the theme meaning to set the goal**

As a supplement to teaching, the function of assignment is to further consolidate and expand the knowledge learned in the classroom and promote students ' in-depth understanding and application of learning content. The goal of assignment is generally consistent with the goal of teaching, but at the specific operational level, the goal of assignment often pays more attention to the cultivation of students ' practical ability and comprehensive application ability. So we first analyze the thematic meaning of the unit. Throughout the content of Unit 1 Can you play the guitar, the main topic is to join the campus club. The theme group of this unit belongs to the category of people and self. The specific theme content is to enable students to enrich and enrich their after-school life through the development of amateur interests and hobbies, and to have a colorful, safe and meaningful school life. Based on the four abilities of core competence, the four objectives of unit work are as follows:

(1) Language Skills: Students are able to master and use the vocabulary, phrases and sentence patterns of this unit about music, sports and other interests and hobbies, and have the ability to communicate interests and hobbies with others in real situations

(2) Cultural awareness: by understanding the extracurricular activities of students in different countries, enhance the understanding and respect of multiculturalism, and increase the understanding and recognition of domestic extracurricular activities and campus club activities, and form a positive emotion of extracurricular activities.

(3) Thinking quality: to cultivate students ' logical thinking and critical thinking, to analyze the significance of personal interests and hobbies, and to give a reasonable evaluation of others ' interests and hobbies.

(4) Learning ability: through autonomous learning and cooperative learning, actively use and actively adjust English learning strategies, expand English learning channels, improve students ' English learning efficiency, cultivate their awareness of improving English learning efficiency and problem-solving ability. It is helpful for students to master scientific learning methods and develop good English learning habits.

## 5.2. Selected content

According to the learning situation, select the content suitable for students' ability to design assignment. This unit designs diversified and multi-level assignments according to the content of the textbook, and teaches students in accordance with their aptitude. The educational object is the students in the second volume of grade 7. After the study of this unit, the students have the ability to understand the meaning of the article, summarize the main idea of the article, summarize and use the language rules, and understand the ideological connotation expressed in the text. Based on the content of the textbook, we design multi-type assignments at different levels to meet the needs of students at different levels to consolidate and enhance the content learning of this unit.

### 5.2.1. The work content of this unit

#### (1) Pre-class assignments

Autonomous learning: Students preview the vocabulary and sentence patterns of this unit and try to understand the content of dialogues and essays.

Gathering information: Learn and collect information about various musical instruments and sports, ready to share in the classroom.

#### (2) Post-class assignments

Writing Exercises: Write a short essay about your own or a friend's interests and hobbies, and explain why.

Project-based learning: design a project about 'my interest club', including activity arrangement, time arrangement, etc., and make posters to introduce the interest club for display and recruit like-minded members.

#### Case 1: Writing practice

Title: My Friend's Hobby

Requirements:

Introduce one of your friends' hobbies and explain why.

Use the vocabulary and sentence patterns learned in this unit.

The number of words is not less than 80.

Case 2: Project-based learning - 'my interest club' presentation

Requirements:

Design a project about 'my interest club', including activity arrangement, time arrangement, etc., and make posters to introduce interest clubs to show and recruit members with similar interests.

Make an English poster and introduce your own poster in English.

In the class, the students are shown in the form of group cooperation and answer the students' questions.

### 5.2.2. Interpretation of assignment

Reconstruct different learning blocks of the unit, construct the concept of the unit, organize the teaching of the unit with the topic of joining the club, and design the assignment based on the topic of the club, consolidate the basic knowledge and communication ability, and extend the topic. This assignment design fully embodies the six types of diversification, innovation, practicality, cooperation, hierarchy and theme, which helps the students to consolidate and improve the learning content of this unit. (1) Diversification: assignment design is divided into pre-class preview assignment and after-school investigation and consolidation, covering a variety of types and forms, including autonomous learning, information collection, writing practice and project-based learning. This diversified design can meet the interests and needs of different students and provide a variety of



learning experiences. (2) Innovation: Project-based learning assignments require students to design 'my interest club' projects, and create posters to display and recruit members. This innovative form of assignment encourages students to use their imagination and creativity, and apply the knowledge they have learned to the actual situation. Unit teaching requires students to complete tasks based on real thematic situations, and improve students' practical ability and innovation ability. (3) Practicality: both writing practice and project-based learning emphasize students' practicality. Writing exercises require students to introduce their own or friends' interests and hobbies, and require students to observe and understand relevant information in real life; project-based learning requires students to design interest clubs and display them, which requires students to transform theoretical knowledge into practical operation and improve students' practical ability. (4) Cooperation: Project-based learning requires students to show in the form of group cooperation in the class, which cultivates students' teamwork spirit and communication ability. Through group cooperation, students can learn from each other, help each other, complete tasks together, and improve learning effects. (5) Level: The assignment design fully considers the individual differences and levels of students. The pre-class assignment is mainly self-learning and collecting information, laying the foundation for classroom learning; after-class assignments include writing exercises and project-based learning, which are gradually increasing in difficulty and meet the needs of students at different levels. At the same time, project-based learning also allows students to adjust and innovate according to their own abilities and interests in the process of completing tasks. In the process of group learning, students can work together, and team members can do what they are better at. In the subsequent teacher evaluation feedback, differentiated feedback and scoring will also be carried out. (6) Theme type: The whole assignment revolves around the theme of 'interests and hobbies', which is closely related to the theme from pre-class preview to after-class consolidation. This theme-based assignment design helps students form an in-depth understanding and systematic mastery of a certain topic, and improves the pertinence and effectiveness of learning. Unit assignment design fully embodies the six types of assignment characteristics of diversification, innovation, practicality, cooperation, hierarchy and theme, which is helpful to stimulate students' interest and enthusiasm in learning and improve their learning effect.

### **5.2.3. The design of this unit assignment points to the cultivation of four abilities of English subject core competence**

#### **(1) Language ability**

Assignment design reflects the cultivation of students' language ability in many aspects. For example, in the autonomous learning part of the pre-class assignment, students need to preview the vocabulary and sentence patterns of the unit, which helps them expand their vocabulary, improve their understanding of grammatical structures, and thus improve their reading comprehension and oral expression. In writing exercises, students need to use the vocabulary and sentence patterns learned in this unit to introduce their friends' interests and hobbies, which can not only consolidate the knowledge learned, but also improve students' writing skills. In the process of poster production and display in project-based learning, students are required to introduce their posters in English and exercise their oral expression ability.

#### **(2) Cultural awareness**

Although this assignment mainly focuses on language learning, it also contains the cultivation of students' cultural awareness. In the process of collecting information, students need to understand and collect information about various musical instruments and sports. This involves not only the language knowledge itself, but also the understanding and cognition of musical instruments and movements in different cultural backgrounds. This kind of cross-cultural learning helps to enhance students' cultural sensitivity and broaden their cultural horizons.



### (3) Thinking quality

The assignment design reflects the cultivation of students' thinking quality in many aspects. In writing practice, students need to think and summarize their friends' interests and reasons, which exercises their ability of analysis, induction and critical thinking. In project-based learning, students need to design interest clubs, which requires them to have innovative thinking and problem-solving skills. At the same time, the form of group cooperation also promotes the communication and cooperation among students, and improves their teamwork ability and communication skills.

### (4) Learning ability

The whole assignment design embodies the cultivation of students' learning ability. The autonomous learning and information collection of pre-class assignments require students to actively preview and find materials, which helps to cultivate their autonomous learning ability and information processing ability. The writing exercises and project-based learning of assignment require students to apply the knowledge they have learned to the actual situation, and to consolidate and improve the learning effect through practice. In addition, the level of assignment design also takes into account the individual differences of students, allowing students to adjust and innovate according to their own abilities and interests, which helps to stimulate their interest and enthusiasm in learning.

Therefore, this assignment design not only covers the four abilities of English subject core competence, but also effectively promotes the all-round development of students through diversified assignment forms and innovative task design.

## 5.3. Evaluation

Assignment evaluation is an important part of teaching. Teachers can timely understand students' mastery of knowledge and the development level of language ability through the correction and evaluation of assignment. There are few forms of evaluation of traditional mechanical assignment by teachers. Most of them are presented in the form of '√' and '×'. They pay more attention to the accuracy of students' mastery of language knowledge points and ignore the overall development of students' core competence.[8] Table 1 is a comparison between traditional assignment evaluation and unit assignment evaluation under the guidance of core competence.

Table 1: Comparison table of assignment evaluation

	Traditional assignment evaluation	Unit assignment evaluation
foundation	Check the right and wrong answers	Check whether to promote the development of the four abilities.
Subject	Teacher evaluation is given priority to	Student peer assessment, self-assessment, teacher assessment
Content	Knowledge-based, textbook-based	Practical, situational, innovative
Purpose	Improve student scores	Promote the development of core competence
Form	Single form	Diversified forms

## 5.4. Feedback

For junior high school students' English assignment, teachers' feedback is very important. It can not only help students understand their own learning situation, but also provide them with the direction and motivation to improve. Teachers should scientifically use evaluation methods and results, provide timely feedback and help for students' performance, reflect on teaching behaviors and effects, and benefit both teaching and learning ( Ministry of Education, 2022 ). The unit assignment feedback is different from the traditional assignment feedback. The traditional assignment

feedback is only a simple error evaluation or volume score feedback to the students. The feedback of the unit assignment has (1) timeliness. Teachers should try to give students assignment feedback in time, so that students can understand their own learning results as soon as possible and adjust their learning strategies in time. (2) Pertinence: Content feedback: In view of the specific content of the assignment, teachers should point out the students' correct and wrong points in vocabulary, grammar, sentence patterns and so on. For the wrong part, it is necessary to clearly point out the cause of the error and give the correct expression. (3) Skill improvement: In the feedback, teachers can point out the advantages and disadvantages of students in reading, writing, listening or speaking, and suggest students how to improve their relevant skills. (4) Encouragement combined with constructive comments. Praise and encouragement: give timely praise and encouragement to students' efforts and progress, and enhance students' learning confidence and enthusiasm. Constructive Suggestions: While pointing out mistakes, specific suggestions for improvement are given to help students clarify the next learning direction. (5) Personalized feedback: According to the learning characteristics and needs of different students, teachers should provide personalized feedback. For students with poor English foundation, they can pay more attention to the consolidation of basic knowledge; for students with a good foundation in English, higher requirements can be put forward to encourage them to improve their language use and depth of thinking. (6) Focus on process and method: In addition to paying attention to the results of assignment, teachers should also pay attention to students' learning process and methods. In the feedback, students can be asked about their learning strategies and suggested how to preview, review and learn autonomously more effectively. (7) Interaction and communication: Encourage students to respond to teachers' feedback and put forward their own questions and suggestions. In this way, the interaction and communication between teachers and students can be established, and the feedback can be more effective.

When giving feedback to junior high school students' English assignment, teachers should pay attention to timeliness, pertinence, combination of encouragement and constructive opinions, personalized feedback, process and method, interaction and communication. Through effective feedback, teachers can help students better understand their learning situation, improve their learning effect and achieve all-round development. In addition, teachers should appropriately 'leave blank' on the worksheet, reserve space for students, teachers and students to evaluate, and also leave enough space for students to self-correct. After repeated consultations, students can learn to reflect on and adjust their self-learning status in self-exploration, cooperation and mutual assistance[9].

## 6. Conclusion

This paper discusses the concept and practice of the overall design of junior middle school English unit assignment from the perspective of core competence. This design mode has significant positive significance for promoting the all-round development of students' core competence in English subject and realizing the goal of reducing the burden and increasing efficiency of education and teaching.

First of all, the overall design of unit assignment fully reflects the requirements of core competence training. By integrating and reorganizing the content of the unit, designing hierarchical, systematic and targeted assignment, students can not only review and consolidate the old knowledge in the process of completing assignment, but also subtly improve language ability, cultural character, thinking quality and learning ability. This design method not only conforms to the law of students' physical and mental development and learning characteristics, but also effectively reduces the burden of students' assignment and achieves effective teaching and learning.

Secondly, the overall design of unit assignment also emphasizes the concept of 'teaching evaluation' integration, integrates the design and implementation of assignment into the whole unit teaching system, and comprehensively and systematically evaluates the development of students'

core competence through diversified assignment forms and evaluation methods. This evaluation method not only pays attention to process evaluation, but also pays attention to result evaluation, which can more accurately reflect students' learning situation and progress degree, and provide strong support for teachers to adjust teaching strategies in time.

Finally, I believe that the overall design of unit work from the perspective of core competence is a process of continuous innovation and improvement. With the deepening of education and teaching reform and the continuous updating of the new curriculum standards, we need to constantly explore and practice new assignment design patterns to meet the needs of students' development and the requirements of social development. The overall design of junior high school English unit assignment from the perspective of core competence is a forward-looking and innovative teaching concept and method. It can not only effectively improve students' English subject core competence, but also achieve the goal of reducing the burden and increasing the efficiency of education and teaching. Therefore, we should actively promote and apply this design model to contribute our wisdom and strength to the cultivation of young people in the new era with comprehensive development and lifelong learning ability.

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