The Connotation, Characteristics and the Enlightenments of Emergency Literacy—Based on the Curriculum of Early Literacy in China

Xing-Guo Yang

Abstract

Reading and writing germination thought is the most popular early reading and writing thought in the world. The children who are formed are learning to read and write in their lives. Children are the active learners of reading and writing. Children learn to read and write is a kind of social process and reading. And the development of the interrelatedness of writing, it demands that the early reading and writing course of children have four characteristics: active curriculum orientation, integrated curriculum content, infiltration curriculum implementation and meaningful reading and writing environment. The Chinese current kindergarten read-write curriculum develops should respect the baby language law of development, fulfills the initiative construction the curriculum orientation that makes uniform baby's read-write experience, the curriculum content link baby lives the world and the building interaction read-write scene, the establishment has the significance language environment.

Keywords: Germination of speaking, reading and writing; Connotation; Characteristic; Revelation

1. INTRODUCTION

In the past, the concept of children's early reading and writing was generally thought to be that children's learning of reading and writing developed gradually after schooling, that is, children need to have a certain ability and basis before formal reading and writing Children with the so-called "readiness", reading and writing of learning and development can produce this. However, after the 1960s, with the development of developmental psychology, cognitive linguistics, and the deepening of early childhood education research, children's language development law, especially the new discovery of children's reading and writing laws brought the pre-school curriculum of the changes. The scholars start to have the dissimilar viewpoint and the idea, they thought baby's reading and the written ability development is at the extremely immature time namely has launched, but the read-write development and the study comes from in the life and the language and the writing contact experience of life. Under this kind of background, the read-write germination thought and the correlation early time reading curriculum arises at the historic moment.

At present, the children to read and write germination received the widespread attention of the world. Among them, the world organization for economic co-operation and development in 22

1Chongqing University of Education, Chongqing, 400065 China
members and five members of the 16 regional standards for the children's early education and conservation study and investigate the course content, the results show that in accordance with the focus on priority sorting, ranking the first is the content of the early, speaking, reading and writing. In short, the long-term development of reading and writing germination, the formation of children in life that is, learning to read and write, children are learning to read and write the initiative, children learn to read and write is a social history and reading and writing interrelated development of four aspects connotation.

- Children begin to learn to read and write early in their lives. Morrow thought the child read-write development starts by no means in enters the school front door, but was started in the child life early time and developed continuously continually. In a read-write society, the baby from is born for several months on often in the life toy, the building block and the books contacts the writing, 2-3 year-old baby namely can recognize in the living conditions the mark, the sign and some writing, simultaneously starts from the drawing, to spread writes attempts writing, these phenomenon realistic baby in by officially professor read-write before, read-write namely already sprouted in the living conditions. Through these experiences, with the story book correlation experience, these children already has produced in particular to the books interest, has obtained the understanding and narration story ability, as well as relates the story in information with own background knowledge.

- Children learning to write is a social process. The development of children's reading and writing as part of the children's daily life, through the sense and experience of feature set inside the family, community and school children every day, and most of these Settings is social, children and adults through sharing, cooperation and guidance, and other forms of interaction. Morrow also believes that reading and writing activities are embedded in and purposefully embedded in activities such as art, games, sociology and science to ensure that children experience meaningful construction. N. Hall also believes that reading and writing is essentially a social process, and it is influenced by children's search for word meaning. The above shows that children's literacy needs to be formed through the co-ordination of various social activities.

- Children are learning to read and write the initiative. The concept of reading and writing germination emphasizes the children in reading and writing process, just as they learn to speak, is an active participant and constructor. Children often learn oral errors, especially grammatical errors, reflecting the fact that they are trying to use language knowledge, and try to find the rules of language. Similarly, children reading or writing when writing errors, but also shows that young children continue to try to use the syntax and semantics of knowledge and rules, or based on clues to find the meaning of words.

- Reading and writing related development. N. Hall believed that, the read-write germination concept is reads and writes regards as a body, child's reading and writing is at the same time the interdependence development advances together. The child needs to act the reader and the write role, like this can become the reader and write.
Moreover, reading and writing are the similar advancements, should not both isolation, separate the instruction. Therefore, reads with writes is the individual which separates, but is one mutually affects, each other connection whole.

2. The Characteristics of Early Childhood Reading and Writing Curriculum under the Guidance of Reading and Writing

Along with the read-write germination thought by the various countries preschool education worker's gradually approval, it regarding is instructed the child early time read-write and promotes child early time read-write ability the function to highlight day by day, how displays the read-write germination thought in the child early time read-write curriculum the value, needs it in the curriculum orientation, the curriculum content, the curriculum implementation as well as the environment provides on unfolds the following four big characteristics.

(1) Active Construction of Curriculum Orientation

Course orientation is of course the total views and understanding and is a curriculum design and implementation of a kind of tendency. Actively constructing course orientation emphasize understanding is a process of actively and gradually deepening and all knowledge meaning is through internal representation actively constructing. Germination thought that germination, speaking, reading and writing, speaking, reading and writing ability acquisition depends on children's active participation, therefore, under the lead of early literacy program should highlight this kind of children and the surrounding environment actively constructing orientation.

(2) Unified Course Content

The read-write germination thought reads the emphasis to listen to, to say, to read, writes, looks at, the thought close connection under, therefore, it eagerly anticipates the early read-write curriculum content also to be supposed to emphasize to baby read-write experience making uniform, guaranteed the baby language study is complete, real, has the significance, but is not sedulously teaches the baby and the unit subject related several words and expressions or reads aloud several nursery songs, also cannot read-write cut fragments and so on pronunciation, glossary and sentence.

(3) Osmotic-type Curriculum Implementation

Curriculum implementation is an important part of curriculum development, is the educational goal and basic way of the course content into practice. Germination, speaking, reading and writing thought stressed in the daily life in contact with all kinds of language and characters in the environment to stimulate children's ability to read and write, its early lead, speaking, reading and writing course should be adopted on the basis of language activities, use a variety of combination of specific and effective way, to penetrate, speaking, reading and writing into young children's education, games and in daily life, for young children to read and write the enlightenment. The picture books teaching activities, games, penetrating strategy in teaching
activities and daily life activities, speaking, reading and writing in the process of implementation is more operational.

(4) Meaningful, Speaking, Reading and Writing Environment

The read-write germination emphasized the kindergarten must provide a fill language and the writing environment including the family to the baby which can respond the real life language the environment, can stimulate the language development the read-write situation, can promote the baby language to develop has the significance environment that has between the significance read-write environment main embody significance physical environment, teacher's and student's share read-write environment.

3. The Enlightenment of Early Literacy Course in Chinese Kindergarten

(1) Respects the baby language law of development, fulfills the initiative construction the curriculum orientation

At present, the field of language curriculum Chinese kindergarten is carrying the children's reading and writing ability of the main task of development, understanding of children's language development law is an important basis for preschool language education, the curriculum orientation is established on the basis of the scientific, in order to promote the development of children's language ability and the ability to read and write. Preschool teachers to understand scientific and systematic law of children's language development, to realize that children's reading and writing process is a process of active learning and constructing that is gradually developed in the real life situation, is the process of the individual and the environment interaction, realize that young children's reading and writing related development and kindergarten according to the law of the children's language development to construct the course orientation, provide a good language learning opportunities and resources, let the children immersed in the language and words, to play a role of a demonstration of teachers, facilitators, invite, achieve meaningful communication.

(2) Integrate children's reading and writing experience, curriculum content links baby life world

At present, whether many do very kindergartens still exist arrange the read-write curriculum, to arrange which read-write curricula and how to implement the read-write curriculum the confusion, then appeared very many teachers to rely on the kindergarten language teaching material and the reference carries on “goes by the book” and neglects the kindergarten read-write curriculum two kind of extremes, has separated baby's daily experience, has been separated from baby's life world. Under the read-write germination thought eagerly anticipates the early read-write curriculum to stress that, in baby's front read-write stage, the language education mainly accumulates baby's read-write experience, raises baby's read-write interest, the read-write custom in the experience before, forms reads, front writes ability, and chooses according to the baby read-write experience suits baby's curriculum content that adopts the
effective implementation strategy. Therefore, in the choice of curriculum content, our kindergarten reading and writing curriculum to children's reading and writing experience to be integrated to ensure that child language learning must be complete, real, meaningful, so that children feel the pleasure of reading and writing, with language strategy In the life of the child and the imagination of the world, to enhance the practical knowledge of literacy, writing experience; in the course of implementation, in the picture book teaching, reading and writing games and day meaningful reading and writing infiltration, write interest, improve literacy, and then the whole child's reading and writing experience.

(3) Create an interactive reading and writing scenarios, create meaningful language environment

Good reading and writing situation is an important factor in language education, reading and writing plays a vital role in the development of children. The early literacy courses under the guidance of literacy and germination focus on giving children a real, meaningful reading and writing environment to help them develop literacy in their interaction with the environment. As the country's emphasis on preschool education, kindergarten, speaking, reading and writing environment are improved significantly. Environment is very simple, but the rural kindergarten, speaking, reading and writing, speaking, reading and writing materials rather scarce, and there is very little, speaking, reading and writing activities. Therefore, China should continue to increase investment in preschool education, purchase necessary appropriate children's reading and writing materials, development of local children's reading and writing resources, set up reading and writing, the creation, the real physical language environment. The baby teacher carries on the teacher young between to share the read-write activity that encourages the child to read and the bold creation independently; let integrate read-write on first to live in the activity, pays great attention to guides the baby in the life to carry on initiative spontaneous read-write which enables to become the baby daily life read-write the important constituent.

4. Conclusion

Children learn to read and write is a kind of social process and reading. And the development of the interrelatedness of writing, it demands that the early reading and writing course of children have four characteristics: active curriculum orientation, integrated curriculum content, infiltration curriculum implementation and meaningful reading and writing environment. The Chinese current kindergarten read-write curriculum develops should respect the baby language law of development, fulfills the initiative construction the curriculum orientation that makes uniform baby's read-write experience, the curriculum content link baby lives the world and the building interaction read-write scene, the establishment has the significance language environment.
References


