How to Cultivate Students' Core Literacy in Subject Teaching

Xiaohong Ren and Guowen Xie

ABSTRACT

Under the background of the new curriculum reform, core literacy has become a hot topic in current research. Cultivating students' core accomplishment in teaching can not only enhance students' personal ability, but also lay the foundation for the progress of social civilization. This paper discusses how to apply core literacy to subject teaching and what are the advantages of classroom teaching with core literacy in order to promote the application of core literacy in classroom. 

INTRODUCTION

The core accomplishment is the essential material and key ability for the students to meet the needs of their lifelong development and social development in the process of receiving the corresponding education. It is a combination of knowledge, skills, emotions, attitudes, values, etc. The core accomplishment of the subject is the professional quality formed by the students' long-term professional training, including the basic knowledge of the subject, basic skills, basic experience, basic quality, and basic attitude and so on. In the process of teaching, from the development of curriculum system to the reform of evaluation system, every step is the key to implement core accomplishment.

1Xiaohong Ren, Guowen Xie. College of Life Sciences, Guangzhou University, Guangzhou, China.
DEVELOPMENT CURRICULUM SYSTEM BASED ON CORE LITERACY

At present, many countries take core literacy as the core concept of education reform, which has a great impetus to the updating of curriculum standards and teaching materials. After the EU's core literacy, more than 3/4 of the member countries have implemented the education policy and action plan for the core literacy[1]. Curriculum is the soil for carrying out the goal of education, and the reform of curriculum system is an important measure to promote the reform and development of education. In developing the curriculum, we must emphasize the integrity of the curriculum, pay attention to the integration of the subjects, cultivate the holistic literacy with the holistic curriculum, pay attention to the development of students, and emphasize the ability to adapt to the needs of the modern society. Each discipline should construct the corresponding curriculum system according to its discipline characteristic [2].

IMPROVING TEACHING METHODS BASED ON CORE LITERACY

At present, the application of core literacy in Chinese classroom teaching still exists. The phenomenon of teachers controlling the classroom, teaching method is single, teaching effect is not obvious, and the educational value is not fully reflected. Therefore, the cultivation of core literacy needs to improve teaching methods. The application of teaching methods should not only inherit tradition but also diversity, be good at guiding students to discover and create themselves, and promote the development of educational practice[3]. In the teaching reform, we also need to advocate heuristic, inquiry, discussion, participatory teaching, stimulate students' curiosity, cultivate students' interests and hobbies, create a good environment for independent thinking, free exploration, and innovation. Let students learn to learn, to cooperate and to learn independently[4].

IMPROVING TEACHERS’ QUALITY BASED ON CORE LITERACY

Teachers, as pioneers and practitioners in cultivating students' core qualities, should have professional qualities. The training of teachers in our country needs to be reformed as a whole. According to the requirements of cultivating students' core qualities, the objectives, courses and models of teacher training should be reconstructed. In classroom teaching, teachers must change their concepts and roles, return to professional accomplishment, and human nature and morality will become classroom consciousness[5]. It also needs lifelong learning, renewing the concept of teaching and educating people, actively practicing, and actively reflecting on research [6].
PROMOTING EVALUATION REFORM BASED ON CORE LITERACY

All kinds of characteristics of core accomplishment bring great challenge to evaluation. The evaluation system should be established according to the curriculum standards of various disciplines. The idea of EU countries is to transform core literacy into observable explicit performance, and then develop corresponding measurement tools and gauges to evaluate core literacy through attitude questionnaire, performance evaluation and so on. As far as our country is concerned, the emphasis of evaluation needs to be changed from the evaluation of branch knowledge to that based on core literacy, and the evaluation method and technology should be diversified. It is necessary to select representative key indicators to explore the establishment of evaluation methods and standards system to form a set of core literacy indicators from abstract concept-tool measurement-empirical data research process and paradigm.

REFERENCES

4. Qihong Chu, 2015, the Core Literacy of Chinese Students and Its Cultivation, Primary and Secondary School Management, (9): 4-7.