

Research on the U-R-S Practice Mode for Normal Students Majoring in Primary Education Based on Core Literacy

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Abstract: The U-R-S innovative exploration of the practice mode of normal students majoring in primary education under the perspective of the core literacy development theory is based on the practical needs of the unified textbook, Chinese curriculum standards, reading guide bibliography for the improvement of core literacy of normal students majoring in primary education, the change of teaching methods, and the enhancement of children's literature literacy. It is the theoretical innovation of the overall design of the curricularization of extracurricular reading. In the U-R-S space, driven by strong U-R-S motivation, teachers and students seriously explore and study the U-R-S content, strive to achieve the U-R-S direction of the curriculum objectives, actively promote the development of students' core literacy, and effectively enhance the educational competence, teaching competence, educational management competence, and self-development competence of normal students majoring in primary education.

Keywords: Core literacy, Normal students majoring in primary education, U-R-S practice mode

1. Introduction

The core literacy of Chinese students' development includes eighteen basic points of six major literacy in three aspects: cultural foundation, independent development, and social participation, which are the advanced and human abilities of students to adapt to the information age and knowledge economy society in order to solve complex problems and adapt to unpredictable situations. The Ministry of Education issued the *Guideline Catalogue of Reading for Primary and Secondary Schools of the Ministry of Education Curriculum and Textbook Development Center* (hereinafter referred to as *Guideline Catalogue*) in 2020. *Guideline Catalogue* is an expansion and extension of the curriculum and textbooks, which puts forward high requirements for the quantity, efficiency, and quality of reading. Based on the theory of core literacy development, in the overall design and promotion process of extracurricular reading curriculum, it is particularly important to link university students and primary school students. On the one hand, it nurtures the core literacy of both college and primary school students. On the other hand, laying the foundation for cultivating lifelong readers from reality, it is particularly important to explore the "U-R-S" practice mode for normal students majoring in primary education supported by theory.

2. The Value Purpose of the U-R-S Practice mode

2.1. Fitting the Needs of the Practice

Firstly, the unified textbooks put a strong demand on the core literacy of normal students majoring in primary education. Textbooks embody state will, they are the pathway to solving the fundamental questions of "for whom to cultivate talents", "what talents to cultivate" and "how to cultivate talents". As an important carrier for carrying the core of culture and cultivating the soul, textbooks uniformly compiled by the Ministry of Education (hereinafter referred to as the "unified edition") emphasize the implementation of excellent traditional cultural education and strengthen revolutionary traditional education. Textbooks are the basis and blueprint for teaching. As the backbone of primary education in the future, normal students majoring in primary school need to be clearly aware of the concept of textbook writing, compilation style, compilation objectives, and using standard, which places a strong

demand on its core literacy such as cultural foundation, independent development, and social participation.

Secondly, the Chinese curriculum standards puts forward the demand for reform of the teaching style of normal students majoring in primary education. *The Chinese Curriculum Standards for Compulsory Education* (2022 edition) is the compass and steering wheel for the future teaching of normal students majoring in primary education. Traditional teaching is based on students' objectivity, passivity and dependence, which leads to the erosion of students' subjectivity, mobility and independence. The new curriculum standards require that classroom teaching should focus on establishing a student-centered learning approach, using flexible and open teaching methods to cultivate students' problem-solving abilities, promoting human subjectivity, initiative, and independence, advocating for self-directed learning and exploratory learning. All of these pose the demand for reform in the teaching methods of normal students majoring in primary education, which need to change teaching concepts and use self-directed, cooperative, and exploratory learning methods in the bilateral interaction between teaching and learning to cultivate students' innovative spirit and practical abilities.

Thirdly, the guidance catalog puts forward requirements on children's literature literacy for normal students majoring in primary education. On April 23, 2022, the Ministry of Education for the first time issued the reading guidance catalog, which put forward requirements for the children's literature literacy of normal students majoring in primary education: to cultivate a correct outlook on children's literature, to perfect the structure of knowledge of children's literature, to enrich the experience of reading children's literature, to improve the level of appreciation, in particular, to strengthen the reading guidance of children's literature. These require normal students majoring in primary education to improve children's literature literacy by strengthening theoretical learning and mastering the reading methods of various genres of children's literature. These require normal students majoring in primary education to strengthen the opportunities for educational practice, making full use of these opportunities to conduct reading guidance activities in the classroom and after-school to improve the ability to organize and carry out reading activities, and reflect on the ability to conduct reading guidance activities in practice, so as to improve normal students' ability to engage in professional practice.

2.2. Based on Theoretical Innovation

Firstly, the theory of core literacy development supports the development of core literacy for primary, secondary and university students. The core literacy of student development mainly refers to the necessary character and key abilities that students should possess to adapt to the needs of lifelong development and social development. The theory of developing core literacy among Chinese students supports the development of core literacy among primary, secondary, and tertiary students. Core literacy is a concrete representation of the Party's education policy, which is closely linked to macro education concepts, cultivation goals and specific education and teaching practices, defines the necessary character and key abilities that students should have. Core literacy also provides in-depth answers to the fundamental question of "what kind of virtue to establish and what talents to cultivate" from a MESO level, leading the curriculum reform and educational mode transformation of various levels and types of education.

Secondly, the teaching theory of "teaching is for the sake of non-teaching" calls for reform of the teaching method. Teaching has methods, but there is no definite and universal teaching method. The most important thing is to have appropriate and correct methods. All teaching with correct methods follows the dialectical relationship between teaching and student growth, knowledge learning and subjective development, curriculum teaching and extracurricular self-study, school education and lifelong learning. They emphasize basic principles and methods in education, such as creating situations, exploring experimentation, inspiring emotions, inducing opportunities, summarizing essentials, valuing personal conduct, using textbooks as examples, drawing generalizations, guiding learning methods, gradually letting go, gaining practical experience, forming habits, adapting teaching to individual needs, fostering creativity, providing accurate assessments, and promoting self-learning. The dialectical relationship, basic principles and methods embedded in the teaching concept of "teaching is for the sake of non-teaching" are the professional consciousness of education and teaching literacy, wisdom and ability to guide students to self-learning that contemporary Chinese teachers should have.

Thirdly, the children's literature approach supports the U-R-S practice mode of normal students

majoring in primary education. An effective children's literature pedagogy recognizes reading as a "more reflective form" that focuses on "discussion", and aims to "teach children to think". To construct an effective children's literature reading pedagogy, instructors must construct their own views on Chinese, students, teachers, articles, reading, literature, and children's literature. The rich and vivid reading teaching practice of the instructors is not only the object of research on children's literature reading pedagogy, but also the source of inspiration and even inspiration for thinking. This is actually a strong support for the innovation and development of the U-R-S practice mode for normal students majoring in primary education.

3. Connotative Characteristics of the U-R-S Practice mode

3.1. Connotative Characteristics of "U", "R", and "S"

"U" specifically refers to normal students majoring in primary education. The mission and responsibility of normal students majoring in primary education is to serve primary education. In accordance with the needs of the era of high-quality and balanced development of primary education, the primary education major aims to cultivate excellent research-oriented teachers for primary schools with master and minor training, exemplary role modes, native feelings, international perspective, cultural literacy and lifelong learning ability. They are the backbone of primary education teachers, and are related to the solid implementation of elementary educational task of cultivating excellent socialist builders and successors. Improving the professional knowledge and practical ability of normal students majoring in primary education is a prerequisite for realizing the goal of nurturing socialist builders and successors with Chinese cultural heritage.

There are six connotative characteristics of "R". First, lifelong reader. Chinese should be committed to cultivating readers with a lifelong reading habit. Reading is the condition for our survival in a world full of texts and information. Reading not only teaches us to understand the meaning of the text, but also is a philosophy of life that guides us in behavior and conduct, and a student's history of reading is also his history of spiritual development^[1]. Lifelong reading is not only an educational concept, but also an educational behavior, which is the foundation of a person's comprehensive development and a prerequisite for the formation of core literacy. The realization of educational purpose is inseparable from the cultivation of lifelong readers. Second, reading literacy. Reading literacy is the comprehension, use and reflection of written texts, emotional and behavioral engagement in reading activities, which aims at achieving personal goals, developing knowledge and potential, and participating in society^[2]. Reading literacy is more diverse than reading ability, it is a unity of skill and cultivation^[3]. Third, the big readers. Big readers refer to normal students majoring in primary education. Big readers have big reading strategies. Big readers provide readers with insights through their own experiences in trying to read across boundaries, encouraging readers to cross the boundaries between the Internet and books, time and space, dreams and reality^[4]. Big readers lead small readers to use big reading strategies such as "happy reading", "leaping reading", and "more reading" to carry out extracurricular reading, use a variety of reading methods to build a common reading space, improve the reading literacy of big (small) readers, and guide primary school students to form extracurricular reading habits and develop a lifelong reading concept of conscious reading.

Fourth, the small readers. The first refers to readers who are relatively young in age and reading volume; the second refers to the primary school students at the practice site who were developed into young readers under a series of reading instructions carried out in this study. The abstract thinking of primary school students is also formed and developed at this stage, but they need to be closely combined with perceptual experience^[5]. The era of new curricula, new textbooks and new college entrance examination has significantly increased the requirements for students' reading speed, breadth and depth, and has paid more attention to the examination of students' information retrieval ability and logical thinking abilities. We should pay attention to the cultivation of students' reading literacy from the primary school stage, especially for children in the lower age group, who are in the critical period of cognitive start, habit formation and personality development. Extracurricular reading is of great significance to their development. Therefore, reading becomes a habit, which will have an immeasurable impact on the formation of the worldview, outlook on life, values, cultural awareness, and knowledge structure of primary school students^[6]. Fifth, reading list. The reading list refers to the whole book reading list mentioned in the *Guidance Catalogue* issued by the Ministry of Education for the first time, as well as in the unified textbooks compiled by the Ministry of Education (referred to as the "unified edition" textbooks). The unified primary school Chinese textbook recommends a total of

38 reading books in the “Happy Reading Bar” section, which are mainly fairy tales, fables, myths, popular science books, and novels^[7]. The books listed in *the Guidance Catalog* are divided into four categories, namely, humanities and social sciences, literature, natural sciences, and arts, which fully reflect the objective of comprehensive training in moral, intellectual, physical, aesthetics and labor education. Among them, 110 books are recommended for primary school. Sixth, reading instruction. Primary school students are prone to shallow reading because of their purposelessness in reading, their lack of self-consciousness about learning, and their lack of systematic planning for learning. Big readers need to transform this knowledge to meet the comprehension needs of primary school students and stimulate their curiosity, and they can also link similar books of different school years for thematic reading as appropriate to realize the effect of 1+1>2. Therefore, giving adequate reading guidance to primary school students can help bring the value of recommended books into full play and lay the foundation for lifelong reading, lifelong learning and development.

“S” is characterized by three levels of connotations. First, it refers to the practice base primary schools. Primary schools provide a wide range of practical opportunities for normal students majoring in primary education so that they can better understand the actual learning situation of students in minority areas, so as to better carry out teaching practice, and create conditions for providing education field. Secondly, Primary school students. normal students majoring in primary education to whom reading curricular instruction is given to improve their reading experience, perception, and the object of guided analysis. Third, small readers. It refers to readers who are relatively young in age and reading as well as to primary school students at the practice site who are allowed to grow as young readers under the reading instruction series.

3.2. Characteristics of “U-R-S”

Firstly, enhance the core literacy and be a comprehensive development of college students. In order to develop into first-class talents in the new era, college students need to have core literacy that is in line with the great era and the national rejuvenation. Core literacy is like the root of a tree, its solidity determines the tree’s height and perseverance. The lifelong development of human beings cannot be separated from the cultivation of core literacy. The core literacy of a well-rounded college students are embodied in the following: mastery of theoretical knowledge and technology, with the ability to operate in practice, physical health and mental health, being a qualified professional, being a citizen with a sense of social responsibility and social morality, and the ability to think, evaluate, judge, and communicate with others, as well as the ability to think critically, and to be able to innovate in a certain field.

Secondly, improve reading literacy and cultivate future lifelong readers. Reading literacy is an important ability that students should master from an early age. Having mastered the ability to read, children can learn other knowledge better, can integrate into society more confidently, and meet the needs of life, work and even survival. Children learn how to read, which can improve their appreciation ability, accept all-around information, and meet the needs of personal spiritual world development. Both personal development and national progress are closely linked to reading literacy. Reading literacy is an essential element of learning and growth for children, and is the foundation stone for children to realize social and spiritual development and become lifelong readers.

Thirdly, strengthen teaching competence and lay the foundation for future careers. From the technical side, teachers’ teaching ability consists of professional skills, intellectual skills, and communicative skills. Professional skills include specialized knowledge, interdisciplinary knowledge, and expression. Intellectual skills include creativity, broad vision, foresight, application of practical ability, and comprehensive research ability. Social skills include interpersonal insight, interpersonal relationship ability, and collective guidance. Professional skills are visible practical techniques, while intellectual skills and communicative skills imply conceptual techniques and communicative abilities that involve the internal way of thinking of human beings. The U-R-S practice mode for normal students majoring in primary education based on core literacy is conducive to the consolidation of teaching ability and laying the foundation for future careers.

4. Exploring the Path of the U-R-S Practice mode

The U-R-S practice mode for normal students majoring in primary education based on the perspective of the theory of core literacy development is an exploration of the latest reading practice model paths and self-development competence from the four dimensions of “U-R”, “R-S”, “R-r”, and

“U-S” in the space of U-R-S. Driven by the U-R-S motivation, the teachers and students research and explore the contents of U-R-S together and work hard to achieve the curriculum goals in the direction of U-R-S to promote the development of the core literacy of students and ensure that teacher trainees majoring in elementary education have improved educational competence, teaching competence, educational management competence, and self-development competence as shown in Figure 1.

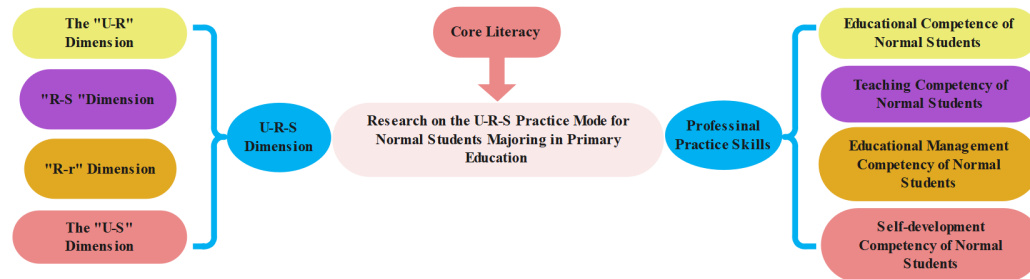


Figure 1: Research on the U-R-S practice mode for normal students majoring in primary education

4.1. Pursuing the U-R-S Dimension

“Dimension” refers to perspective, which is the concept of judging, evaluating, and determining a thing in multiple directions, perspectives and levels. U-R-S has four dimensions, namely, “U-R”, “R-S”, “R-r” and “U-S”.

The “U-R” dimension refers to the reading experience, perception, guidance and sharing of normal students majoring in primary education. In this dimension, the normal students’ view of children’s literature and their knowledge structure of children’s literature are improved, and their reading experience of children’s literature is enriched, which not only improves their core literacy, but also enables them to understand the curriculum standards and textbooks more deeply, thus laying the foundation of their career in education. The “R-S” dimension refers to the reading experience, analysis, and perception of primary school students. In this dimension, primary school students are in an autonomous and open environment, and they are able to stimulate their interest in reading and gain reading experience through cooperative and exploratory reading, as well as extensive extracurricular reading. They shift from “I was asked to read” to “I want to read”, which is a proactive view of reading, laying the foundation for the cultivation of core literacy and becoming culturally rich young readers. The “R-r” dimension refers to big readers use the concept of big reading and its strategies to guide small readers to jointly improve their reading literacy in the two-way interactive process of experience, perception, speculation and communication from the perspective of children, so as to lay a solid cultural foundation, promote independent development, pay attention to social participation, and become lifelong readers with core literacy. The “U-S” dimension refers to the practice of extracurricular reading curricula for normal students majoring in primary school after their professional courses to primary school students in practice-based schools, which is the process of moving from theoretical contingency to practical reality. In the process of combining theory with practice, normal students can improve their ability to find problems, analyze problems and solve problems, and then improve their ability of teaching, education management and practice, and develop the ability of self-development.

The four dimensions of “U-R”, “R-S”, “R-r”, and “U-S” complement each other and are designed to achieve the common goal of developing lifelong readers and putting core literacy into practice.

4.2. Clarify U-R-S Content

Firstly, clarify the responsibility of improving core literacy. In the core literacy perspective to guide the inquiry of reading practice, the inquiry process should be concerned with the development of basic education in primary and secondary school students’ core literacy, but also to take care of primary education majors to consolidate the cultural foundation, promote the development of autonomy, pay attention to the improvement of social participation and self-core literacy.

Secondly, clarify the responsibility of extracurricular reading curriculum. At present, many primary school students do not have enough reading knowledge, reading ability and reading method, as the future backbone of teaching, normal students majoring in primary education should take up the mission

of extracurricular reading and whole book reading curriculum. Thirdly, clarify the responsibility of cultivating lifelong readers. Primary education, especially Chinese education, in order to promote students' intellectual development and spiritual growth, should start from providing students with reading opportunities close to the text, and should start from understanding and cultivating lifelong readers. The language ability of primary school students should be constructed in reading excellent mother tongue paradigm, good language sense should be cultivated in the accumulation of language materials, sensibility and comprehension should be enhanced in close proximity to the text, aesthetic awareness and ability, aesthetic interest and taste should be inculcated in reading appreciation and taste and sensibility, and inheritance of culture and enhancement of understanding should be realized in classical reading. The research on the U-R-S practice mode of normal students majoring in primary education based on core literacy should recognize the value of cultivating lifelong readers from the characteristics of the development of the times, and have the courage to take responsibility for the cultivation of lifelong readers.

4.3. Constructing U-R-S Space

In order for guided reading activities to be successful, big readers and small readers need to build U-R-S spaces that incorporate both reading and writing.

On the one hand, the U-R-S space is constructed for “peruse-recitation-speech”. Big readers correctly guide students to read the works mentioned in *the Guidance Catalog* in multiple ways and interpret various works through multiple channels. The Big Readers need to lead the primary school students step by step to appreciate words, sentences, tones, meanings, and feelings. Recitation, that is, reciting, there are many ways, such as teachers' demonstration reading and students' imitation reading; it can also read the music together to feel the rhythm and the ups and downs of the characters in the book. Speech, students in the familiar reading, internalization of the text based on the visual demonstration, from reading to emotional experience, and then the process of externalization of the scene helps students to form a deep reading experience.

On the other hand, the U-R-S space of “Writing Poetry, Drawing, and Handbook” is constructed. Teachers encourage students to read a lot of works in the bibliography, experience and comprehend them, and interpret the classics in various ways or means to pass on and promote excellent culture. Big readers can create activities to lead primary school students to create art, such as writing a poem for a character in a book, drawing a picture for a scene or episode in a book, and making a handbook to express themselves creatively in a graphic way to stimulate students' reading vitality and expressive power.

4.4. Fostering U-R-S Momentum

In reading instruction activities, normal students majoring in primary education are the ones who guide the development of primary school students in the world of reading instruction and develop themselves at the same time. Primary school students are the ones who plan and realize the possibilities of their lives in the world of reading instruction under the guidance of normal students. The “U” and the “S” are the comprehending persons who enter into the world of reading instruction to design and deal with the various kinds of teaching relationships, and work together to bring out the rational autonomy of teaching and learning.

Analyzing and solving the many thoughts and questions emanating from the theme, and focusing, extending, expanding, deepening, and investigating related topics that have both research potential and sustainable development. The theme of reading refining has developed into related topics that enable readers to learn and understand deeply. This is a kind of cooperative and inquiry learning based on core and key issues, and deeper reading topic research is the scaffolding for cultivating students' problem awareness and problem-solving ability, so as to cultivate the U-R-S initiative together--“Question-Theme-Project”.

Driven by the U-R-S momentum, normal students majoring in primary education and primary school students read and grow together. The process of spiral development of “Question-Theme-Project” is also the process of developing lifelong readers, which ultimately puts the development of core literacy into practice and improves the educational ability, teaching ability, educational management ability and self-development ability of normal students majoring in primary education.

5. Conclusions

In the new era of national high-quality development and transformation of elementary education, reading is the breakthrough, and normal students majoring in primary education are an important force. The research on the U-R-S practice mode of normal students majoring in primary education based on core literacy proposed provides new ideas and methods for cultivating excellent socialist builders and successors in the new era.

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