

Teaching Practice of Core Literacy of Chinese in Senior High School

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Abstract: *With the release of the research results of Chinese students' core literacy development and the establishment of the framework of students' core literacy development and various disciplines, the core literacy idea has begun to deepen into various disciplines. The core literacy of Chinese discipline includes four aspects: language construction and application, thinking development and promotion, aesthetic appreciation and creation, cultural inheritance and understanding, among which language construction and application are related to the ontology of Chinese discipline. Teachers should pay attention to cultivating students' core abilities such as language application ability, innovative thinking ability and literary aesthetic ability in Chinese teaching, so as to effectively improve students' core literacy of Chinese subject and improve the quality of Chinese teaching in senior high schools. In the context of the new college entrance examination, new textbooks, and new curriculum standards, the transformation of high school Chinese classroom teaching is imperative. Three kinds of classroom teaching, namely, "reverse teaching design based on understanding", "thematic discussion under critical thinking" and "deep learning from the perspective of academic research", which point to the core quality of the discipline, help guide students to accumulate speech experience in real learning situations, develop thinking ability, cultivate aesthetic interest and accumulate cultural heritage.*

Keywords: *Chinese discipline; Core competencies; Teaching Practice*

1. Introduction

In the new era, with the deepening of the reform of basic education in China, Chinese curriculum and teaching have made rapid development. However, looking at the current situation of Chinese reading teaching in senior high schools, many problems seriously affect the reform and development of Chinese reading teaching and even the whole discipline [1]. Reading teaching is the most basic and important way to cultivate students' Chinese core literacy in Chinese teaching, and it is the focus of every teaching worker. As an important part of reading teaching, teaching evaluation has the functions of identification, guidance, motivation, diagnosis, adjustment and supervision. Therefore, in order to cultivate students' core literacy of Chinese subject in reading teaching, we must give full play to the above functions of educational evaluation, and the proposal of core literacy points out the direction for improving reading teaching evaluation [2]. Teaching evaluation, as an important component of teaching work, runs through the entire teaching process. Meaningful teaching evaluation can help adjust the way teachers teach and students learn in a timely manner, and is an essential element of an efficient classroom [3]. However, there are still problems in the current Chinese language classroom, such as teachers not paying enough attention to teaching evaluation and having a low level of evaluation. Teachers often ask students questions in order to advance the teaching progress, eager to give their preset correct answers, making it difficult to make meaningful evaluations of students' performance, and missing many educational opportunities, which is truly regrettable. In reality, the teaching objectives of high school Chinese language teaching are not clear, and most of the goal descriptions in lesson plans are vague and general. Some even cannot fully reflect the three-dimensional goals of the curriculum, let alone the cultivation of new concepts and new goals such as Chinese core literacy [4]. In the teaching of Chinese reading in Grade One and Grade Two, teachers' teaching is rather arbitrary. In Grade Three, according to the review of the test sites in the college entrance examination, it seems rigid and old-fashioned. The teaching of group reading requires teachers to pay attention to the organic and inevitable relationship between texts and knowledge when preparing lessons, and organize multiple texts under a "topic", which can be both knowledge points and test sites, and can also be the training point of core literacy. If the "topics" are connected in series, the Chinese teaching in senior high school for three years can be built into a reasonable and scientific teaching sequence [5]. In the newly revised 2017 new curriculum standard, the core literacy of Chinese is

formally defined as "the construction and application of language, the development and promotion of thinking, aesthetic appreciation and creation, and cultural inheritance and understanding". It not only promotes the transformation of the target system of Chinese curriculum to the educational goal of quality-oriented development, but also facilitates the further deepening of ancient poetry in teaching and students' learning [6]. The new curriculum standard clearly points out four aspects of the core literacy of the Chinese language discipline, emphasizing the core literacy as the foundation, integrating learning situations, contents, methods and resources, promoting the in-depth reform of the curriculum, guiding students to accumulate speech experience in the real learning situation, developing the ability to think, cultivating aesthetic interests, and accumulating cultural heritage. Chinese thinking ability refers to the cultivation of students' Chinese thinking ability, which first requires a certain level of cognitive judgment ability. This requires teachers to guide students in the teaching process to make rational judgments about the people, things, and objects in the learned articles, communicate with each other in classroom discussions, and form correct understanding [7]. This lesson breaks through the traditional teaching mode of single text in high school Chinese, draws on the experience of the existing teaching of group reading in primary schools and junior high schools, determines the development of group reading teaching activities according to the nature of high school Chinese subject, integrates education and teaching resources, actively constructs the teaching mode of group reading, and explores the design principles and application strategies of group reading teaching in high school, And verify the operability and sustainability of this study through teaching practice cases.

2. Evaluation of Reading Teaching Based on Core Literacy and Relevant Theoretical Inspiration

2.1. The Connotation of Chinese Core Literacy

As an independent subject, Chinese must have its most basic and stable element, that is, language. Chinese is a subject for teaching Chinese, which includes "language" and "literature" separately. Language stands for expression and literature stands for creation, which is manifested in "reading" and "writing" in teaching [8]. According to the requirements of cultivating the core literacy of Chinese subject, help students deepen their understanding of Chinese traditional excellent culture in their study and practice activities, so as to better inherit it. Teachers should innovate teaching methods, carry out various activities to carry out practical teaching, and help students improve their personal cultural literacy. Now, the new curriculum standard clearly puts forward "rich language practice" [9]. "Rich language practice" includes not only listening, speaking, reading and writing in class, but also language practice in life. Teachers should guide students to make full use of Chinese resources and practical opportunities in life, listen more, see more and think more, and express them accurately, and practice constantly over time to grasp the laws of Chinese [10].

The first core literacy of Chinese language is "language construction and application", which refers to students actively accumulating, organizing, and integrating in rich language practice, gradually mastering the characteristics and application rules of the Chinese language and writing, forming individual language experience, and developing the ability to correctly and effectively use the Chinese language and writing for communication in specific language situations. Therefore, in Chinese language teaching, language construction and application not only require students to accumulate a large amount of vocabulary, but also require students to master the rules of language use. This is also the focus of teaching and teaching evaluation in language construction and application. For example, intuitive thinking is developed through intuition at the beginning of text reading, image thinking is developed through appreciation and imagination of characters, scenes and scenes, logical thinking is developed through plot reasoning and effective expression, dialectical thinking is developed through discrimination between beauty and ugliness of characters and right and wrong, and creative thinking is developed through appreciation and evaluation of text ideological connotation and writing techniques. The process of developing these thinking dimensions is also the process of improving these thinking qualities. The exchange and collision of thinking between teachers and students and students in reading teaching activities can greatly promote the profundity, agility, flexibility and originality of students' thinking. It can be seen that simple language teaching can not meet and adapt to the development needs of modern society. Only by using mother tongue well can we base ourselves on our own culture and engage in social participation, communication and exchange, teamwork and innovation.

It can be said that native language ability is the foundation for cultivating other abilities. How to use language and writing effectively in social life situations has become a constant concern in mother tongue teaching in multiple countries. From the development history of mother tongue education in the United States, it can be observed that mother tongue education has gradually moved from literary

education to practical language application education. The emphasis on practical application in mother tongue education is the trend of education.

2.2. Emphasizing Exploration to Promote the Development of Students' Thinking Ability

In the process of cultivating students' core literacy in Chinese subject, teachers should fully respect students' dominant position in learning, give full play to students' subjective initiative, and give timely guidance from the side to help students disperse their thinking and understand the theme and emotion of the text. Generally speaking, educational evaluation has the following categories: according to the different objects and scope of evaluation, it can be divided into macro evaluation for a certain area, medium evaluation for schools and micro evaluation for students. Formative evaluation is carried out in the process of teaching activities, the main purpose of which is to find problems in teaching and learning, and to improve and perfect the improved evaluation of teaching methods in time, such as questions and quizzes in class; Summative evaluation is carried out after the completion of a teaching activity, the main purpose of which is to evaluate the effect of classroom teaching, such as the final exam of unit test; Relativity evaluation is an internal evaluation that focuses on horizontal comparison between students, ranking their grades, and enabling them to find their relative position in the group, with strong selection characteristics; Absolute evaluation is the search for a standard outside the evaluation object's group, such as teaching objectives. It focuses on whether students have achieved the target requirements, without considering the relative position of individuals, such as passing; Self evaluation refers to the evaluation of oneself by learners, which helps to awaken their internal learning motivation, help learners establish better self-awareness, and adjust their learning plans accordingly. The diagnostic function of reading teaching evaluation applied in the process of teaching activities can help teachers adjust their teaching methods based on students' learning outcomes. The diagnostic function of reading teaching evaluation can be used after teaching activities to assess the completion of learning activities towards goals. On the one hand, it enhances the sense of gain for teachers and students in teaching and learning, and on the other hand, it can also encourage teachers and students to work harder.

At present, according to international experience and referring to China's national conditions, China's core literacy research group has established three core literacy selection criteria: independent development, cultural accomplishment and social participation, in which cultural accomplishment is the necessary basis for independent development and social participation, and independent development and social participation are the important basis and premise for individuals to realize their self-development and social value. As shown in Figure 1 and Table 1.

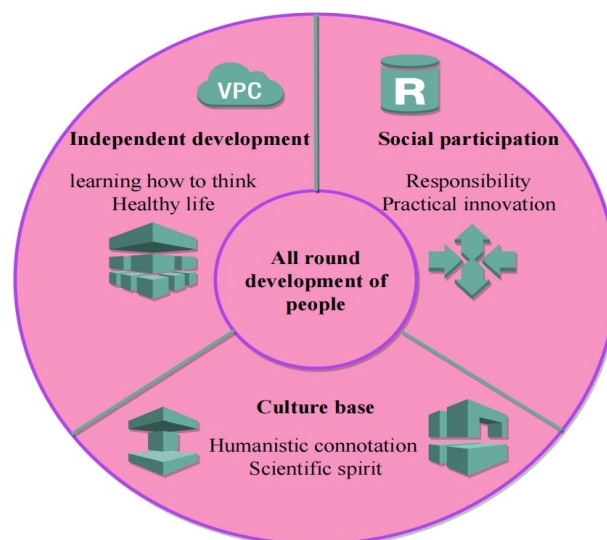


Figure 1: The core literacy map of Chinese students' development

Table 1: Core Literacy Framework for Student Development

Core literacy framework for students' development		
Three aspects	Key competence	Basic points
Culture base	Humanistic connotation	Humanistic accumulation, humanistic feelings, aesthetic taste
	Scientific spirit	Rational thinking, critical questioning, and daring to explore
Independent development	learning how to think	Enjoy learning, be good at learning, be diligent in reflection and be aware of information.
	Healthy life	Cherish life, improve personality and plan independently
Social participation	Responsibility	Social responsibility, national identity and international understanding
	Time innovation	Labor consciousness, problem solving and technology application

In this process, the formation of cultural understanding and aesthetic ability runs through it. The Chinese discipline quality under the view of core quality is a relationship of inclusion, integration and transcendence with the traditional "double base", rather than a simple superposition. The Chinese discipline quality does not exclude the traditional "double base". Be able to effectively use oral language and written language to communicate with different objects according to specific language situations, and be able to understand, analyze and evaluate specific language works in specific communication situations and historical and cultural situations; Through combing and integrating, I can gradually transform my speech activity experience into specific Chinese learning methods and strategies with personality, and can consciously use them in language practice. "Language construction and application" is the starting point and foundation of the other three aspects, and is the essential content of language learning.

3. Strategies for Language and Writing Teaching in the Context of High School Chinese Core Literacy

3.1. In terms of curriculum standards: improving language and written content

Under the background of core literacy, adhering to the principles of situational, open and interdisciplinary teaching, some strategies can be adopted to improve the top-level design of curriculum standards, coordinate the advantages of teaching materials, innovate the teaching content of language and characters, and adopt literacy teaching methods to explore the effective teaching of language and characters. It has always been an important link in the construction of curriculum system to determine the curriculum content according to the curriculum objectives. However, there are two shortcomings in the current Chinese curriculum standard, which have been polluted by the education sector. One is the inadequate recognition of the nature of Chinese language courses, and the other is the lack of content in Chinese language courses. The nature of Chinese language courses directly determines the development of Chinese language curriculum objectives, standards, and content! The inadequate recognition of the nature of Chinese language courses has led to a lack of clear planning for the content of Chinese language courses, which has been in a missing state in the curriculum standards, directly affecting the implementation of actual Chinese language teaching content, causing the teaching content to be in a state of no outline and disorder. In addition, students can set stage goals and have a feasible plan during the learning process of ancient poetry. During this process, they can gradually accumulate ancient poetry, recognize its beauty, and build confidence. The content and methods of learning are diverse, and sometimes learning is more important than learning. Everyone's growth and learning stage are different, so it is necessary to establish a correct learning perspective, set a learning goal that is suitable for oneself, find a suitable method for learning ancient poetry, actively learn, improve enthusiasm, and "enjoy learning" rather than "dislike learning". From "enjoy learning", discover the beauty of ancient poetry and find fun, Enhance cultural accumulation as a way and means to enhance one's own self-cultivation.

Teachers should guide students to think in a diversified and personalized way according to their cognitive level and acceptance ability, and should not "set the tone" for students' reading first, or even give a clear and single so-called theme and main idea. Students should be fully encouraged to

understand the protagonist's thoughts, thoughts and actions from different angles, and experience the author's complex emotions from different angles in combination with the protagonist's situation, and feel his perseverance and the spirit of the whole work. "Positive" language practice requires teachers to focus on students in Chinese class, choose teaching resources, use various teaching methods and arrange rich Chinese practice activities in real situations, so that students can always keep a positive state to read, think, express and communicate. By completing the activities, students' ability and quality will change positively. In the context of cultivating core literacy, we should pay attention to "highlighting the dialogue characteristics of textbook content means that textbook content is no longer just a knowledge system for teachers and students to use in teaching, but a vivid individual and a thinker with rich emotions."

3.2. Teaching methods: using literacy teaching methods

Language and writing teaching is not isolated, it is complementary to teaching in reading, writing, oral communication, and other aspects. Therefore, when choosing the content of language teaching, teachers should learn to combine it with reading, writing, oral communication, etc. Learn to analyze and summarize the language style characteristics of different poets and poets' poetry creation, and feel their humanistic feelings from their works. For example, Xin Qiji's poetry is magnificent and Su Shi's poetry is broad-minded and heroic, both of which express indignation that it is difficult to achieve the ideal of life, but both of them show two realms. After expressing their feelings, Su Shi expresses an optimistic, positive and broad-minded state of mind. Xin Qiji has an aloof, unyielding and personality in it, so students can form their own views and reflections through learning, comparison and comparison, which is of great help to form their own good values. Secondly, put yourself in other's shoes, interpret the article in many ways and be active in thinking. When students study ancient poems, their reactions to articles are often diversified. Students can use their own cognition and experience of life to understand the author's thoughts, have a dialogue with the text, examine the article in many ways, stand in the author's position, and analyze problems from multiple perspectives.

Therefore, it is more suitable for student self-evaluation and mutual evaluation. The design of the above two evaluation scales is relatively detailed, and the description of evaluation indicators is also straightforward and easy to understand, with strong operability. It is not difficult for students to use this scale for self-evaluation or mutual evaluation. More importantly, when students conduct self-evaluation or mutual evaluation based on the scale, they will unconsciously improve their evaluation awareness and ability. When students have the awareness and ability of self-evaluation, they will become more conscious, planned, and purposeful in learning, and then consciously monitor and adjust their learning status and behavior. This is of great significance to improve students' learning quality, and it is also an appropriate measure for students to better play their dominant position in learning. Meaningful reading teaching evaluation is of great significance to the improvement of teachers' teaching skills, students' learning quality and reading classroom efficiency. Teachers should combine oral evaluation with scale evaluation, temper the language of oral evaluation and refine the indicators of scale evaluation, so as to make the evaluation of reading teaching more scientific and standardized and play its due role in realizing teaching objectives.

4. Conclusions

Implementing core literacy teaching is a new concept of educational internationalization and a new stage in China's exploration of educational development. The combination of core competencies and subject knowledge is a necessary way to implement core competencies. In high school Chinese language teaching, language and writing teaching is related to the teaching of Chinese language itself. Reading teaching can cultivate students' good reading habits, improve their reading literacy, help them better engage in personalized reading, and enable them to acquire life wisdom and develop their ability to adapt to society during the reading process. It is the most important path to cultivate students' core Chinese literacy. Everything is being explored, and we all have a beautiful presupposition that this can achieve the most beautiful effect. However, in the actual teaching process, there will definitely be such problems, which requires our high school Chinese teachers to constantly strengthen their own literacy, especially the all-round development of core literacy, so that our high school Chinese teaching can better serve the development of the new era. This paper analyzes the language, thinking, aesthetics, culture and other aspects of core literacy from the aspects of teachers and students, and provides some teaching suggestions for the teaching of ancient poetry with teaching cases.

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