

A Case Study of Primary School Chinese Reading Teaching Based on Core Literacy

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Abstract: As the essential and important means, reading has a more and more important position in learning, life and work with the development of science and culture. Therefore, UNESCO (United Nations Educational, Scientific and Cultural Organization) wrote in a document: "The illiteracy of tomorrow will not be the person who cannot read, but the person who cannot read." Chinese course consists of five learning blocks: "literacy and writing", "reading", "writing", "oral communication" and "comprehensive learning", among these blocks, the reading section has great significance in the primary and secondary school stage. Chinese teaching in primary schools is the foundation of basic education. It is committed to cultivating students' ability to use language and vocabulary, improving students' comprehensive quality, and laying a foundation for students to form a correct world outlook, outlook on life and values, as well as forming a good personality and sound personality. In a manner of speaking, in primary school Chinese teaching stage, the cultivation of reading ability has irreplaceable important value for the development of students' language ability, the improvement of students' thinking ability, and the comprehensive development of students' Chinese core literacy. Under such a background, this research studied the primary school Chinese reading teaching based on core literacy.

Keywords: Core literacy; Primary Chinese teaching; Reading teaching; Case study

1. Concept of primary school Chinese reading core literacy

Chinese Curriculum Standards indicate that the Chinese curriculum should be committed to cultivating students' ability to use Chinese and vocabulary, guiding students to enrich their language accumulation and cultivate their language sense; developing ability of thinking, learning scientific methods of thinking; cultivate positive aesthetics, innovative spirit and cooperative spirit; we are going to choose and carry forward the good cultural traditions of the Chinese nation and enhance our sense of national identity, cohesion and creativity. This research refers to the overall development of core literacy framework and Chinese Curriculum Standards, for the perspective of the science literacy of the Chinese reading teaching in primary school, the primary school Chinese reading literacy (hereinafter referred to as "reading literacy") identified as core literacy: students to study in the words of the existing experience and long-term Chinese language teaching in their primary school activities, based on the reading of the text in the learning process, to use reading aloud, reading silently, reading methods, reading experience, understanding, analysis, evaluation of different types of text, to obtain the information they need to knowledge, aesthetic experience, and the goal of cultural inheritance, eventually be able to get the ability of social needs and individual development an accomplishment. This literacy is not only the key ability and accomplishment of language comprehension and application, thinking development and quality, cultural inheritance and understanding, aesthetic appreciation and creation acquired by students in reading learning, but the essential character and comprehensive accomplishment necessary to help students grow into an all-round development person. Its literacy includes four aspects: mastery and application of reading methods, development and promotion of reading ability, understanding and inheritance of reading emotion, accumulation and enrichment of reading materials.

2. Choice of primary school reading teaching methods based on the core literacy of primary school Chinese reading core literacy

In regard to the teaching methods, Mr. Wang Cesan believes in his Teaching and Learning Theory Article that teaching methods are "activities in which teachers and students interact with each other to achieve the purpose of teaching, teaching contents and teaching means, guided by teaching principles

and composed of a whole set of methods." This study take for the primary school reading teaching method refers to the use of the teaching materials by teachers in combination with the characteristics of primary school Chinese reading core literacy, also under the guidance of teaching principles to achieve certain reading teaching objectives, complete reading teaching content and cultivate students' reading strategies under the requirements of Chinese Curriculum Standards.

2.1 Multiple text reading

Multiple text reading means group text reading. This study take for the "group text reading" refers to the teaching of multiple text reading for a core problem in a relatively short period of time. Thereinto: a relatively short period of time, from the perspective of teaching habits, generally refers to one or two classes. The core problem is that the selected articles in group text reading class are combined together depends on the certain basis. Multiple texts: at least two texts are required for group text reading of the selected teaching texts, and there is no primary or secondary distinction between the texts. The concept of "group text reading" has a profound theoretical foundation and practical premise. These theoretical foundations are not only extracted from foreign educational philosophy, but from the reform and exploration of Chinese primary school language circles.

2.2 Whole book reading

Whole book reading can encourage students to read a complete book. Chinese Curriculum Standards also emphasize that students ought to read the whole book, and on the basis of understanding the text, multi-angle and creative reading should be advocated. "The article from textbook are often embellished, decontextualized texts with clear moral messages, which no doubt that do not help children develop literary appreciation..."As a matter of fact, the text used in several editions of Chinese textbooks in general use now is a short article with a simple structure, standard language, a single theme and a clear theme. In reading teaching, it is difficult for teachers to greatly improve students' reading ability through the explanation and interpretation of a single text. Therefore, a great number of the primary school Chinese teachers began in the usual teaching consciously encourage students to read the complete book because the whole book compared with a single text, its character more, more complex, more rich connotation of themes, the length is longer, the students' ability of attention, thinking, summary, analysis, comparison and so on are put forward the challenge, so to speak, the whole book reading type teaching mode focuses more on the cultivation of students' reading thinking.

3. Determination of the primary school reading teaching content based on primary school Chinese reading core literacy

3.1 Selection of group text reading teaching content

As well as a new teaching method is separated from the textbook, it is difficult to popularize. In the meantime, we need to adjust and reconstruct the content of the textbook. Although most of the Chinese textbooks in primary schools are grouped into units based on the certain themes or core vocabularies, also there are three to five texts are selected for each unit, it is not suitable for group text reading teaching due to the requirements of examination and evaluation and the lack of intertextuality of selected articles. Meanwhile, teachers need to reconstruct the existing textbooks.

3.2 Confirmation of teaching content for reading the whole book

As mentioned early, due to the limitations of specific teaching requirements, teaching tasks and teaching time, a great number of implementation of the whole book reading teaching is still a certain difficulty, but it can be used as a supplement to group text reading teaching. What books to read? What kind of books are suitable for students to read deeply? This research suggested that the selection of books suitable for teaching whole-book reading should be carefully screened and selected according to the following principles.

4. Inspiration and thinking of primary school reading teaching based on primary school Chinese reading core literacy

In this research, two core issues analysis of "core literacy" and "primary school Chinese reading

core literacy" based on the case of reading teaching in primary schools to choose, and according to the primary school Chinese reading core literacy related concepts of Chinese curriculum standard of primary and secondary school reading teaching goal request, catalogued, concluded that the elementary school language teaching material carry on the reasonable add or delete text and select suitable reading text into appropriate reading teaching for cultivating the students' reading literacy is very important and necessary. Making a Comparison with single reading teaching method, choosing group text reading teaching and whole book reading teaching play a more positive role in mastering and applying students' reading methods, developing and improving their reading ability, understanding and inheriting reading emotion, accumulating and enriching reading materials.

4.1 Deal with the relationship between students and teachers

As the main channel for students to know the world and receive information, reading is more like a personalized behavior formed by students in an imperceptible way than a teaching task.

4.2 Handle the relationship between the choice of teaching contents and the respect for teaching materials

For the purpose of cultivate students' reading literacy more comprehensively and effectively, also to serve students to become an around-rounded people, teachers must establish curriculum consciousness and integration concept. Reading as an significant learning in primary school Chinese teaching sectors, teachers should not be isolated in the teaching, but should be with the literacy, composition, etc, on the basis of the organic combination of learning for the cultivation of students' Chinese comprehensive core literacy, literacy, in the final analysis, a large amount of vocabulary may have a wide range of reading, a large amount of reading can bring the better composition expression.

5. Conclusion

In a word, based on the conceptual analysis of the two core issues of "core literacy" and "primary Chinese reading core literacy", this research selects and analyzes the case of primary school reading teaching, and analyzes the Chinese curriculum based on the related concepts of primary Chinese reading core literacy. The target requirements of standard primary and secondary school reading teaching have been sorted and sorted out. Finally, it is believed that reasonable additions and deletions to the text of primary school Chinese textbooks and appropriate selection of suitable reading texts into reading teaching are very important and necessary for the cultivation of students' reading literacy; Compared with the single-text reading teaching method, the choice of the group text reading teaching and the whole book reading teaching is in terms of the mastery and application of students' reading methods, the development and improvement of reading ability, the understanding and inheritance of reading emotions, and the accumulation and enrichment of reading materials. Has a more positive effect.

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