

# Practical Research on the Cultivation of Core Literacy in Subject Teaching

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**Abstract.** With the continuous improvement of the average level of education in China, the emphasis on the cultivation of core literacy in teaching is also increasing. Therefore, this paper will study it from the perspective of Chinese subject. Firstly, the limitations of Chinese knowledge and its ability in the curriculum are analyzed, and then the problems of cultivating the core quality of Chinese teaching are deduced. In this way, we plan the structure system of language core literacy training, and achieve the goal of confirming its future development direction.

**Keywords:** Subject teaching; Core literacy; Practical research.

## 1. Limitations of Chinese Knowledge and Ability in the Course

### 1.1 Limitations of Chinese Knowledge

When taking the learning of Chinese knowledge as the main goal, it will inevitably have some limitations. The concept of knowledge has many meanings. The current interpretation of knowledge in educational circles can be summarized as "the crystallization of the knowledge of daily life". At present, the main content of knowledge in Chinese curriculum also focuses on listening, speaking, reading and writing. Therefore, although the educational practitioners try to improve their humanistic proportion as much as possible, in this way, they try to achieve the purpose of improving their humanistic nature, but one-sided language knowledge still can not transfer the perceptual content. Targeted learning still has strong limitations for the cultivation of core literacy in Chinese teaching [1].

### 1.2 Limitations of Language Ability

Similar to the limitations of language knowledge learning mentioned above, there are some limitations in the process of cultivating core literacy by taking the cultivation of language competence as its main objective. The cultivation of Chinese ability is to help students better apply what they have learned in their daily life, but regarding it as a single educational goal will make the teaching content more tedious and will reduce students'enthusiasm for Chinese learning to a great extent. For example, in the process of writing ability training, it is necessary to carry out repeated mechanical training, which can be mentioned in this way. Promoting students'writing ability will affect their ability to think independently. Over time, students' personality will disappear, and the cultivation of core literacy is also a limitation [2].

## 2. Problems in the Cultivation of Core Literacy in Chinese Teaching

The problems in the process of cultivating core literacy of Chinese subject can be summarized from two aspects: teachers'teaching methods and students' learning methods. Firstly, the traditional and conservative teaching methods often lead to students'passive position in the classroom, resulting in inactive classroom atmosphere. Secondly, excessive reliance on textbook knowledge in teaching content leads to a large number of core literacy training content can not be added to the classroom. In terms of learning style, students are also reluctant to think actively, which leads to the exclusion of students when the core literacy training content appears in the teaching content, and gradually neglects the core literacy training content actively, leading to its content can not play a role.

### 3. Structural System of Cultivating Core Literacy of Chinese Discipline

#### 3.1 The Connotation of Core Literacy of Chinese Discipline

The cultivation of core literacy of Chinese disciplines can best embody the essence of their disciplines, and at the same time, it is also composed of the knowledge, ability and attitude mentioned above. Neither instrumentality nor humanism can generalize the nature of the subject of Chinese. As an important independent subject, the essence of Chinese is linguistic. Only by giving sufficient knowledge of its linguistic nature, can we truly understand its connotation. While learning knowledge and ability adequately, more emotional contents need to be integrated into the process of cultivating core literacy, so that it can truly be called the complete state of core literacy of Chinese disciplines and provide corresponding impetus for students to follow-up study of knowledge and ability [3]. In the form of pictures, the connotation of the core literacy of the Chinese subject will be shown below. Details are shown in Figure 1.

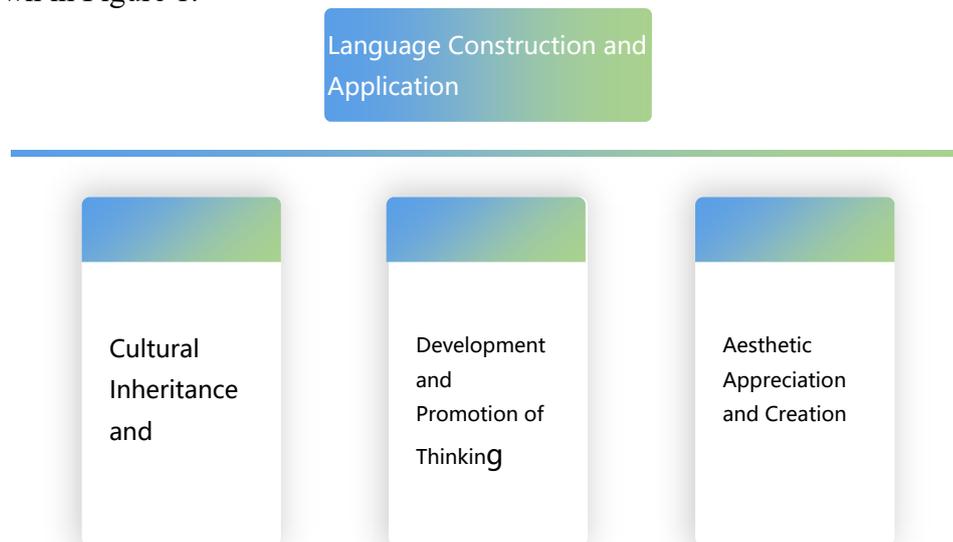


Fig. 1 The Connotation Map of Core Literacy of Chinese Discipline

#### 3.2 Thoughts on the Construction of Core Literacy of Language Discipline

In the process of constructing the core literacy of Chinese subject, we also need the correct construction ideas. Therefore, first of all, we should confirm its basis, and make it clear that the cultivation of core language literacy is to adapt to the development of modern society. Secondly, it summarizes the existing research results, and the results show that its core literacy is summarized as learning, communication and personality, and its contribution to other basic disciplines is also obvious. As a linguistic discipline, language learning needs to have a unique emphasis on the construction of ideas, but its construction of connotation needs to extend outward as well. Only by adhering to such core literacy training and construction ideas can it be integrated completely.

#### 3.3 Analysis of the Characteristics of Core Literacy of Chinese Discipline

The characteristics of the core literacy of Chinese subject can first appear as a common literacy of all students. It can not only appear as a cultural aesthetic ability, but also as a cultural understanding ability. In the process of students' education, these two abilities are relatively important. Secondly, the core literacy of Chinese needs to be trained in stages, which proves its continuity from the side. It needs to be trained in different stages of education in order to further play its role in this way. At the same time, the cultivation of Chinese core literacy does not have an end in the educational stage, so it also needs to be refined in the process of cultivation, in order to help students make continuous progress [4].

## **4. Development Direction of Core Quality Training in Chinese Teaching**

### **4.1 Curriculum Standard of Core Literacy in Chinese Teaching**

In order to further develop the core literacy training of the Chinese subject, the problems mentioned above should be solved, first of all, integrated into the formulation of curriculum standards. Current curriculum standards mostly belong to content standards, which need to be established on the basis of logic within the discipline system. In order to make the curriculum standards more in line with the shaping of core literacy, it is necessary to match them and delete the inappropriate contents of the original curriculum standards. The way of deletion can help future curriculum standards focus on the cultivation of core literacy. Secondly, in the formulation of teaching objectives, in order to make it more in line with the standards, we can put forward targeted teaching suggestions as a reference in actual teaching, to help the core literacy training of Chinese disciplines to implement.

### **4.2 Revision of Core Literacy Textbooks**

As a necessary part of Chinese teaching, textbooks always play a very important role. They can not only provide students with Chinese knowledge, but also need reasons beyond knowledge. In the process of revising the textbooks according to the cultivation of core literacy, we should first rectify the compiling mode and change the compiling mode with the selection system as the core. Through such changes, the content of Chinese textbooks will become more coherent, focusing on eliminating the uncertainty and randomness of the content of textbooks. At the same time, when there is a situation that the stylistic cycle wastes classroom time and increases content duplication, teachers should adjust it according to the actual situation, so as to avoid the situation that the attitude of texts is not obvious enough.

### **4.3 Reform of Classroom Teaching Content**

The reform of classroom teaching content also has a significant impact on the progress of the cultivation of the core quality of Chinese teaching. Therefore, in the aspect of teachers, we should shape the concept of Chinese teaching from a new perspective and ensure that we face the problem of the cultivation of the core quality of Chinese with a correct understanding. Secondly, as the main body of the classroom, students also need to have a correct understanding of it. They realize that the improvement of core literacy of the Chinese subject can bring many benefits to their future work and life, and actively adapt to the changes in learning methods. Similarly, in the process of the change of learning ecology, teachers can not do without their corresponding guidance, and only when they pay equal attention to both, can the rectification of classroom teaching content play its corresponding role [5].

### **4.4 Improvement of Evaluation Mechanism**

Finally, the cultivation of the core literacy of Chinese subject can not be separated from the improvement of evaluation mechanism. After a period of education, the level of students will be different because of the different acceptance ability. Therefore, in this process, we need to set up a relatively quantitative index to consider it. At the same time, we should adhere to the diversified evaluation methods, which can include both the proficiency of knowledge and skills, and the attitude of students towards learning to judge its effect. In this way, we can break through the solidified thinking of judging students' Chinese learning only by their written examination results [6].

## **5. Conclusion**

Through the discussion in this paper, the limitations and problems in the current core literacy training of Chinese are summarized. Through this way, the future system construction and development direction are planned, hoping to make corresponding contributions to the core literacy training of Chinese teaching in the future, and play the significance of core literacy training.

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