
Research on the Design and Strategy of Primary School Chinese Language Teaching Based on Core Literacy Development

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Abstract: Based on the development of students' core literacy, this study explores reverse teaching design and applies the "seven dimensions" teaching strategy to establish a diverse, open, and three-dimensional "university subject", "big reading", and "big classroom". This integrates the core literacy of primary school Chinese language subject with students' core literacy and individual cultivation, promotes the lifelong, comprehensive, and individual development of each student, and allows their lives to freely stretch and be colorful, ultimately achieving the goal of cultivating, developing, and cultivating people, that is, cultivating virtue and nurturing people.

Keywords: core competencies; Teaching design; Teaching strategie

1. A panoramic thinking on the development of core literacy in the Chinese language subject

As for the subject of Chinese language, core literacy is not a completely new concept, but a further reflection and clearer expression based on people's understanding of the value of Chinese language education in the past. Therefore, the core literacy of Chinese language directly points to the core literacy that can reflect the characteristics and essential characteristics of the Chinese language discipline, with a focus on its unique structure, foundation, integration, and development.

Firstly, from the internal structure of the core literacy of the Chinese language discipline, it is generally believed that the core literacy of the Chinese language discipline should include four aspects: "language construction and application, thinking development and enhancement, aesthetic appreciation and creation, cultural understanding and inheritance". In fact, these four sections are not in an equal and equal relationship. The most core content should be language construction and application, which is also the leading section of Chinese language core literacy. The development and enhancement of thinking, aesthetic appreciation and creation, and cultural inheritance and understanding are its three practical applications, all based on language construction and application, all of which are achieved through the construction process of individual student language experience.

2. From the extreme foundational perspective of language construction and application,

Language is a socially agreed upon system of symbols that cannot be separated for a moment. The four activities of listening, speaking, reading, and writing commonly mentioned in Chinese language classroom teaching essentially refer to the methods, processes, results, and skills that students master and apply in language. So, the teaching of teachers and the learning of students have to rely on the correct understanding and effective application of language knowledge. Through the construction and application of language, writing, and even punctuation, students can develop and enhance their thinking, cultivate a high degree of unity in aesthetic appreciation and creativity, achieve cultural inheritance and understanding, and further develop their abilities, shape healthy personalities, form cultural accumulation, and achieve the unity of instrumental and humanistic qualities.

3. Explore the "Seven Dimensions" Teaching Strategy Based on the Core Literacy of

Chinese Language Subject

Focusing on the implementation path of the development of core literacy in the Chinese language subject, we focus on the research of the Chinese language course team and subject group, constructing a Chinese language classroom with "pragmatics" as the core, developing a large reading course with "culture" as the center, and exploring Chinese language curriculum reform with "composition" as the center. In practice, we have explored a "seven dimensional" teaching combination strategy. (1) Raise the temperature

Jill Hadfield said in his book "Classroom Vitality", "The classroom may be filled with joy, friendship, cooperation, and desire, or silence, displeasure, conflict, and hostility." The former is undoubtedly the foundation of successful classroom teaching. A warm Chinese class should make students feel the sense of security, happiness, and satisfaction of being respected, recognized, and cared for by teachers. To achieve this high goal of "turning spring breeze into rain", the requirements for teachers are even higher. Only with a moist and profound soul can we cultivate thousands of exquisite hearts. In the lesson "Grass House," which character do you think you are most like in this book? With the character Bai in the middle, students further understand the character images in the book and experience the happiness of being respected and cared for.

4. Expand the "breadth"

A good Chinese language class advocates for the richness, breadth, and fun of Chinese language learning, making life the content of teaching and learning, making society the vast classroom, and keeping students in a state of searching for new things and knowledge. We organically combine "listening, speaking, reading, thinking, understanding, and writing", and flexibly combine and apply various learning methods such as organizing independent exploration, practicing, circling, commenting, utilizing materials, group cooperation, dialogue, etc., to create a broad space for students' thinking divergence, that is, to increase "breadth", establish concepts, discover connections, and highlight "subject groups". We actively build and integrate large-scale reading courses with classroom teaching, such as the "Construction and Implementation of Picture Book Curriculum from the Perspective of Core Literacy", "Colorful 1+A" Group Literature Course ", and " Development and Practice of Whole Book Curriculum Based on Unit Themes "carried out by our school, which have effectively promoted children's reading to establish a solid foundation, continuously improve their reading ability, and subtly moisten their mental connection. Broadness and breadth also depend on whether students participate in classroom teaching and become the main body of teaching activities independently and consciously.