

Exploring the reform of English teaching based on the concept of core literacy

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Abstract: The current educational curriculum reform has entered the “core quality” era. Compared with the key objectives and implementation requirements of cultivating core English literacy, there are still some gaps in English teaching concepts, teaching models, teaching evaluation and so on. The main manifestations are: the discipline education value is not outstanding, the teaching mode is rigid, the teaching evaluation is single and so on. Therefore, in order to highlight the “quality-oriented” subject teaching, the reform of English teaching should explore ways out from the perspectives of subject education value, curriculum teaching model and teaching evaluation system.

Keywords: Core Literacy; English Subject; Teaching Reform; Reform Suggestion

1. Introduction

Core quality is the main line and soul of the new curriculum standard. From the perspective of the new curriculum standard, both the compilation of curriculum materials and the reform of curriculum teaching regard the core quality of English curriculum as the program. In view of this, to promote English teaching reform, we should not only pay attention to the formation of core literacy, but also implement core literacy in classroom teaching, which is the core direction of English teaching reform under the background of the new curriculum standard and under the guidance of core literacy.

2. The basic connotation of English core literacy

English courses mainly cultivate students' core qualities from the dimensions of learning ability, thinking quality, cultural awareness and language ability. The basic element of core literacy is “language ability”, the value orientation of core literacy is reflected in cultural awareness, while the quality of thinking can present the mental characteristics of core literacy, and learning ability is the key development factor of core literacy^[1]. The above four aspects are synergistic development and mutual penetration. With their respective functions, they further improve the structure and integrity of English core literacy, which reflects that English core literacy belongs to the organic connection of each component element. If the above four aspects are defined as four categories or four independent core qualities, it is easy to produce separated teaching behaviors in actual training. The reason why it is positioned as the four dimensions of core literacy shows that it exerts its functions from different perspectives and obtains effective training in teaching practice. A deep understanding and accurate grasp of the core quality of English is the prerequisite basis for its real landing in classroom teaching. For English teachers, the purpose of learning and analyzing English core literacy is to form the educational vision and teaching consciousness of “English core literacy”, that is, “teaching for core literacy”. Similarly, “quality” rather than “knowledge” is the core modern teaching concept of the new curriculum standard.

3. The three difficulties restricting the reform of English teaching

3.1 The lag of teaching concepts

With the continuous development of economic globalization and cultural diversification, modern curriculum has shifted from focusing on disciplinary knowledge to caring for human development, aiming at cultivating “all-round development people”^[2]. However, in practical teaching, some teachers still regard learning language knowledge as the only value of the subject, which is embodied in the teaching of knowledge and skills. The reasons for this phenomenon are as follows: firstly, it fails to change the teachers' knowledge based teaching concept from the source; Secondly, teachers fail to recognize the value and essence of English education. Influenced by this, English teaching habits focus on teaching subject content and related knowledge points, ignoring the internal connection between knowledge points to a certain extent, and failing to enlighten students' spiritual world through rich English cultural connotations. In short, knowledge-based education

is results-oriented education, which leads to the alienation of teaching into mechanical memorization and compulsory training, and greatly reduces the educational value of English subjects.

3.2 The surface of teaching mode

At present, there are still serious surface problems in the teaching mode of English. For example, in the reading teaching module, teachers often require students to read through the text first, understand the main idea, and then read and extract information to explore the details of the text. In this process, teachers only check the pre-set answers to relevant questions, and explore the theme and meaning of the discourse. On the surface, this kind of teaching can help students understand the main idea and content details, but in fact, it is only a superficial processing of text information. Most of the teaching time in class is spent on checking the answers, ignoring the deepening of the meaning of reading texts based on the subject context, which makes it difficult to guide students to deeply perceive the language through the integration of teaching content, thus making it difficult for students to truly understand the cultural value contained in the texts, and naturally unable to clearly explain their personal views through the knowledge they have learned. It is also more difficult to cultivate students' emotional attitudes and values. The fundamental reason for the surfacing of teaching mode lies in teachers' lack of in-depth study and analysis of discourse. In-depth study, meaning grasp and cultural value mining are the prerequisite basis for teaching design and the creation of learning activities. Based on this significance, it is the key to promote the reform of English teaching to strengthen teachers' ability to interpret texts.

3.3 The singleness of teaching evaluation

In the curriculum standards, it is proposed that teaching evaluation should pay attention to formative evaluation and give play to the auxiliary evaluation role of terminal evaluation. However, the current classroom teaching evaluation still regards class performance and teaching result as the ultimate judgment index, and the tendency of evaluation solely based on exam results has not been reversed. In fact, the function of evaluation is reflected in selection, and it does not really pay attention to the learning process, and does not comprehensively consider the performance of students in class, so the effectiveness of formative evaluation is greatly reduced. Different from the final evaluation, it requires students and teachers to participate in the formulation of learning goals, the testing of learning outcomes, and the selection of development goals. While providing teachers with teaching feedback, it helps students determine learning goals and find learning methods, so as to improve teaching quality and enhance learning ability. However, under the far-reaching influence of exam-oriented education, the backturning effect of evaluation in science teaching is still not positive enough, which is embodied in "teach what to test" and "teach how to test". The existence of these problems is not conducive to cultivating students' innovative spirit, creative ability and social responsibility.

4. Suggestions on promoting English teaching reform under the concept of core literacy

4.1 Reconstruct the value system of educating people and implement the quality standard

The main position of education and teaching is in the classroom, and rebuilding the value system of English classroom education under the background of new curriculum standards is the cornerstone of promoting the sustainable development of English education in China^[3]. Modern talent education cannot be separated from the support of English subject teaching. In the face of the development of economic globalization, one of the basic requirements for composite talents is to have strong English ability, which also proves the necessity and importance of English education and teaching. The value system of English classroom education should be reconstructed, based on the development dimension of language communication, and based on students' cognitive level, interests, hobbies and life experience, topics related to life, society and workplace should be selected in teaching practice to induce students to communicate in English, so as to exercise students' communicative competence and cultivate their intercultural communicative competence. Based on the analysis from the perspective of core literacy, we should focus on experiential and inquisitive teaching mode, actively attract students to participate in forms such as cooperation and practice, and insist on reflective communication between teachers and students and students in the form of language narration after class, which is conducive to cultivating independent learning ability and forming cross-cultural communication awareness.

4.2 Innovate the traditional teaching mode and realize deep learning

Any knowledge is only the learning process of developing literacy under the premise that it is the practice object and the inquiry object of students. The English teaching reform oriented to cultivating students' core qualities must be reflected in the learning method, leading students to truly participate in the teaching process and guiding them to conduct deep learning dedicated to solving practical problems. On the one hand, the interaction with the learning content is realized, and on the other hand, the combination of guidance and personal experience is achieved. With regard to deep learning, it is proposed to solve problems with the help of language context. Therefore, in order for deep learning to occur naturally, it is necessary to create language situations as real as possible in teaching, and all teaching activities should be unified in the subject context. Through the integration of language, culture and thinking, questions are set to help build structured knowledge, explore the meaning of the topic, and improve emotional attitude. Students are allowed to analyze and infer the logical relationships in them, and students are allowed to creatively explain their personal attitudes and opinions, so as to achieve the cultivation of critical and innovative thinking. Teachers should also attach importance to creating a good teaching atmosphere, aiming at mobilizing the enthusiasm of students, encouraging them to maintain lasting learning willpower, focusing on cultivating the ability of cooperative learning, independent learning and inquiry learning.

4.3 Improving classroom teaching evaluation, emphasizing formative evaluation

Improving teaching evaluation to promote the implementation of core quality is an important link in the current educational curriculum reform. To improve English classroom teaching evaluation, we should pay attention to the following aspects: Firstly, we should have a deep understanding of the functional connotation of formative and terminal evaluation, and ensure that the backwash effect of evaluation is fully brought into play. Use the evaluation results to help teachers control the breadth and depth of teaching, so as to adjust teaching plan and optimize teaching behavior; As an important feedback of learning effect, evaluation helps students adjust their learning strategies and enhance their self-evaluation awareness and ability. Secondly, the evaluation design criteria should be strictly followed. The selection of teaching evaluation methods or the establishment of evaluation systems should be based on the cultivation of English subject core literacy, the compliance with academic quality standards, and the specific content of evaluation. Finally, expand the form of evaluation, enrich the content of evaluation, further explore the methods of evaluating students' learning ability, thinking quality and cultural awareness, and use targeted evaluation methods combined with specific evaluation content.

5. Conclusion

To sum up, the main direction of education and teaching in the new era is to cultivate students' core quality. Under the current situation of English teaching in China, English teachers should form a teaching concept based on core literacy, try to use diverse and novel teaching methods, flexibly use multiple and efficient evaluation functions, and strive to build efficient and vivid teaching classrooms, so as to cultivate modern talents with high English quality for social development under the concept of core literacy.

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