Integrating Mathematics into Students' Life: Primary School Mathematics Teaching from the Perspective of Core Literacy

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Abstract: With the deepening and reform of the new curriculum reform, our society and schools pay more and more attention to quality education. In the teaching process, we not only pay attention to students' mastery of basic knowledge, but also make requirements for students' core literacy, so that students can obtain more comprehensive and comprehensive development and provide needed talents for the society. As one of the important subjects in primary school, primary school mathematics also needs to pay attention to the cultivation of students' core literacy in the teaching process. In addition, due to the psychological characteristics of primary school students, teachers can use a variety of teaching methods to stimulate students' interest in learning, so as to arouse students' learning enthusiasm and cultivate their comprehensive ability. Based on the connotation of core literacy, this paper analyzes the factors that influence the cultivation of core literacy of primary school mathematics, and puts forward some teaching strategies of primary school mathematics from the perspective of core literacy, hoping to integrate mathematics into students' lives.

1. Introduction

In real life, we can't do without the application of mathematics, such as checking out accounts, scheduling, etc., all of which need the relevant knowledge of mathematics.At the same time, learning mathematics can't be separated from the summary of life, and some mathematical knowledge and methods are obtained in life practice. Therefore, in the whole primary school mathematics teaching process, we must pay attention to the improvement of students' comprehensive ability, and with the continuous deepening and reform of education and teaching, core literacy has become an evaluation standard for talents. Therefore, in the primary school mathematics teaching process, teachers should fully understand the subject characteristics, change the teaching mode, and take core literacy as the focus of classroom teaching so that students can develop in an all-round way.

2. Relevant Theoretical Basis

2.1 The Concept of Mathematics Core Literacy

In primary school, mathematics, as a basic subject of school education, is of great significance to students' future development and social development, and the core literacy of mathematics also plays a certain role. Therefore, it is necessary to understand the concept of mathematics core literacy before studying the teaching promotion strategy of primary school mathematics under the core literacy, which mainly emphasizes the essence of mathematics, and puts its key points on thinking and ability. Mathematics core literacy refers to the literacy which is based on the basic knowledge and skills of mathematics, and at the same time is higher than the specific knowledge and skills of mathematics. It aims to emphasize the quality that students can form by receiving mathematics education and internalize people's thinking and ability.

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2.2 Primary School Mathematics Teaching Life

Life-oriented teaching means that in the teaching process, teachers connect the teaching content with the students' real life, take the teaching content in teaching materials as the teaching basis, effectively combine the students' real life, make the teaching content life, and make the classroom close to life.

The main reason for the life-oriented mathematics teaching in primary schools is that the relevant knowledge of mathematics teaching enterprises in primary schools is relatively abstract, which is difficult for pupils with immature minds to understand and makes it more difficult for pupils to learn mathematics. Therefore, teachers should change their teaching concepts, avoid rote memorization and sea tactics, but should set up interesting mathematics teaching links for students based on their corresponding life experiences. By linking mathematics content with life experience, students can feel mathematics in their lives, fit their lives in mathematics study, and really improve students' mathematics interest and exercise their mathematics ability through examples [3].

3. Factors Affecting the Cultivation of Primary School Students' Mathematics Core Literacy

3.1 Internal Influencing Factors

Primary school is the first time that students come into contact with the field of mathematics. At this stage, students are mainly required to master certain computing ability and the ability to solve practical application problems. However, because most primary school students are relatively young and have relatively poor self-discipline ability, it is difficult for primary school students to concentrate their attention for a long time in the process of mathematics teaching. Even because of the particularity of primary school mathematics, students will inevitably feel bored in the learning process. Let students realize from the bottom of my heart that primary school mathematics is a discipline composed of mathematical symbols and formulas. In the process of learning, apart from the study of concepts, they are constantly practicing addition, subtraction, multiplication and division, which is not as full of stories as Chinese. Over time, students themselves will think that mathematics is abstract and boring, which makes it difficult for students to master the corresponding mathematical knowledge and cultivate their core literacy of mathematics. Therefore, if teachers can't make the content of teaching materials life-oriented, and dig deep into the true meaning of mathematics, then teachers' teaching is fragmented and ineffective [4].

3.2 External Influencing Factors

With the deepening and reform of education and teaching in our country, our country has made certain teaching requirements for the core literacy of primary school mathematics, but many teachers still think that the traditional teaching mode is more suitable for primary school students' teaching in the implementation process, and they think that the traditional teaching mode can enable students to master more basic knowledge and lay a certain foundation for students' later mathematics learning. In addition, China is still in exam-oriented education, and the education system has been formed. Many teachers will pay more attention to students' achievements, while ignoring the cultivation of students' core literacy [5].At the same time, teachers regard grades as the standard to judge students' abilities, which leads to the teachers' training of core literacy becoming a mere formality in the teaching process. In essence, they pay special attention to students' grades. Even if students master all kinds of basic knowledge in teaching materials skillfully and get excellent grades in exams, this does not mean that students have certain mathematics core literacy. In addition, because the teaching mode of teachers is not scientific enough, although students have mastered the computing ability, they rarely have the opportunity to practice in class. Most teachers pay attention to students' theoretical basis, but lack of practical teaching for students.

4. Primary School Mathematics Teaching Strategies from the Perspective of Core Literacy

4.1 Through the Infiltration of Mathematical Ideas in the Teaching Process, Improve Students' Mathematics Core Literacy

In the process of primary school mathematics teaching, teachers should realize the importance of mathematics thought in primary school mathematics teaching and fully interpret the infinite charm of mathematics thought for students in mathematics teaching. In the process of mathematics teaching in primary schools, some connotations and thoughts in mathematics textbooks can be excavated, and these connotations and thoughts can be integrated into the teaching classroom to provide a way for students to learn mathematics later. However, many mathematical thoughts are obtained by many mathematicians through constant verification of many cases, so it is advanced and logical to some extent. Therefore, teachers should consider students' acceptance ability in the process of primary school mathematics teaching, and infiltrate the mathematical thoughts through basic mathematical contents into the daily teaching process, so that students can apply these thoughts in their daily study and turn them into an intrinsic part of students, thus improving their core mathematics literacy to a certain extent.

For example, when teachers explain the knowledge of "the nature of scores", teachers can let students try to solve mathematical problems with basic score knowledge, but it is difficult to solve problems only with some properties of algebra. Therefore, teachers can guide students to introduce simple line graphs in the process of solving problems, which will simplify complex problems, so that students can be more intuitive when solving score problems, so that students can gradually comprehend the profound connotation of mathematical thoughts.Mastering the basic thought of tree combination is of certain significance for students to master the deeper thought of combination of numbers and shapes both now and in the future, so as to substantially enhance the core literacy of students in mathematics [6].

4.2 Primary School Mathematics Teaching Life

Although our country is still in the exam-oriented education stage, teachers should realize that the ultimate goal of developing primary school mathematics is not to improve students' grades, but to enable students to master relevant mathematical abilities while learning and mastering relevant basic knowledge, which can be applied in real life. Therefore, in order to improve students' mathematics core literacy, teachers must base themselves on students' real life and make teaching life. Teachers should try their best to dig out some problem cases related to the contents of primary school mathematics textbooks, so that students can learn on the basis of their own life experience, which can stimulate students' enthusiasm for mathematics learning to a certain extent, fully understand relevant mathematics knowledge, and thus improve their core mathematics literacy [7].

For example, when teachers explain the knowledge of "addition and subtraction", they can make this part of the content life-oriented, and put the scenes that students may apply in their daily life into the teaching classroom. For example, they can apply various practical cases such as checkout in supermarket, checkout for buying fruit and checkout for buying toys to the teaching classroom, so that students can actively answer teachers' questions according to the scenes in their lives, and fully spread their thinking, making the teaching classroom more active.In this kind of situation simulation and role-playing teaching classroom, students can apply the experience they have learned in life to the classroom, so that students can solve mathematical problems through the foundation of life, and personally understand the logical reasoning of mathematics disciplines through mathematical problems [8].

4.3 Pay Attention to Students' Flexible Application of Knowledge Points

With the deepening of education and teaching, the textbooks of primary school mathematics in China are all written for the development of students' core literacy. Therefore, the setting of many exercises plays a certain role, which is also related to the improvement of students' core literacy. Teachers must pay attention to the importance of exercises in the teaching process, correctly apply

exercises to students' learning process, let students develop the idea of multiple solutions to one problem, fully let students use knowledge points flexibly, never think about problem-solving strategies from the angle, add catalysts to the progress of students' mathematical thinking, and ensure students' thinking activity [9].Especially for senior students, with the expansion of their knowledge, students should try to solve problems in a variety of ways. At the same time, it is more important for students to pay attention to summing up the experience of the problem-solving process after solving the problem, and choose the best solution to improve the core literacy of mathematics.

For example, in the process of primary school teaching, it is often a classic problem that teachers have been talking about from the lower grade to the upper grade. Teachers can encourage students to think more about problem-solving strategies in different periods with the help of such typical problems. For example, teachers can let students solve this problem according to their own life experience in the lower grade of primary school. At this stage, it is more about cultivating students' divergent thinking, so that they can cultivate their own cooperative inquiry ability. When students are in the upper grades of primary school, teachers can popularize some scientific problem-solving methods, and even popularize equation-solving methods, so that students can master the solutions to various problems and expand the thinking depth of each student, which will also play a certain role in the development and progress of students' mathematics literacy [10].

5. Conclusion

To sum up, with the deepening and reform of education and teaching, core literacy plays a very important role in the future development of students. Therefore, in the process of mathematics teaching in primary schools, teachers should teach from the perspective of students' core literacy. Teachers should understand the students' situation in the whole process and stimulate students' enthusiasm for learning by using appropriate teaching methods. At the same time, teachers should take core literacy as a teaching goal, which can not only develop students' comprehensive ability, but also provide modern talents for society and the country.

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