

## **Under the Guidance of the Goal-Oriented Teaching Concept, the Cultivation and Exploration of Students' Chinese Core Accomplishment**

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**Abstract:** With the continuous improvement of the requirements of the new curriculum standard for Chinese teaching, in the current Chinese teaching classroom, in order to improve the overall effect of the classroom teaching, so that the students' Chinese core accomplishment can be well cultivated, teachers should give good guidance to the actual teaching according to the goal-oriented teaching concept, fully meet the students' current learning needs, and teachers should also give good guidance to the students' learning thinking and learning ideas, so that each student's Chinese quality can be improved with the guidance of the teacher.

### **1. Introduction**

Teachers should fully understand the meaning of the goal-oriented teaching idea and the expression form of the students' Chinese core accomplishment in the process of improving the students' Chinese core quality with the goal-oriented teaching idea, so as to ensure the orderly progress of the classroom teaching. After carrying on the teaching activities for a period of time, the teacher should make an effective summary and analysis of the Chinese teacher's classroom in this period, so as to ensure that the goal-oriented teaching idea can play its due value and effect in the Chinese education classroom and promote the all-round development of the students.

### **2. The Meaning of Goal-oriented Teaching Concept**

In the goal-oriented teaching concept, the practice is the most prominent characteristic, needs the teacher to permeate into the daily teaching the cultivation goal to the student Chinese discipline core accomplishment, thus enables the Chinese classroom teaching to carry on in an orderly manner[1]. The main point in the goal-oriented teaching theory is that the students' learning method is used to decide the education method, which requires the teachers to fully understand the students' current learning situation and learning conditions to design the contents of the classroom teaching scientifically and reasonably. In the course of cultivating the students' Chinese core accomplishment, teachers should take the students as the main body to analyze and think well about the students' learning behavior and learning ideas. Teachers should make clear what to let the students learn in the classroom and what the students' learning results are, and teachers should solve the problems they have encountered in the process of learning, so as to improve the students' learning efficiency and learning quality constantly. Scientific and reasonable formulation of teaching content and teaching program, so that each student's Chinese core accomplishment can be effectively improved under the guidance of teachers, highlighting the value and role of Chinese teaching.

### **3. The Meaning of the Core Accomplishment of the Chinese Subject**

When cultivating students' Chinese core qualities based on goal-oriented teaching theory, teachers should first clarify the subject core qualities that students should possess in the process of learning Chinese knowledge content. From the classroom aspect, the students' Chinese core accomplishment mainly refers to the Chinese knowledge and the related Chinese inspiration that the

students have acquired after studying for a period of time, and the Chinese harvest that the students have acquired can promote and exercise the students' life skills and thoughts and feelings well[2]. From the curriculum level, students' Chinese core accomplishment mainly refers to the use of students' language, thinking ability, aesthetic ability and cultural inheritance. The core literacy of Chinese at the curriculum level is closely related to the educational goals and educational programs set by teachers, and the core literacy of Chinese at the classroom level is closely related to the standards of classroom teaching. In the course of Chinese teaching, teachers should integrate the curriculum objectives and the classroom teaching objectives in depth when designing the classroom teaching plan and the classroom teaching means, so that the students' Chinese core quality can be improved directly under the guidance of the teacher. Teachers should focus on the Chinese core accomplishment of the curriculum in the course of classroom teaching, and in the course of practical teaching, they should give good guidance to the students' learning methods based on the discipline core accomplishment of the classroom level, so as to ensure the orderly conduct of the Chinese teaching in the classroom. The following is shown in the new curriculum on Chinese core literacy:



Figure 1 Language core literacy

#### **4. Analysis on the Strategies of Cultivating Chinese Core Literacy Under the Guidance of Goal-oriented Teaching Theory**

##### **4.1. Predicting Students' Learning Outcomes**

In the goal-oriented teaching theory, it is mainly to require teachers to make accurate prediction of students' learning results according to their current learning needs and learning ability, and to make relevant teaching plans and teaching plans according to students' learning results, which requires teachers to comprehensively predict students' current learning results in the course of classroom teaching. Firstly, teachers should clarify the contents of students' learning results, and the learning results mainly include the attitude of students to learn Chinese and the way students learn Chinese. In the course of classroom teaching, teachers should give comprehensive guidance and understanding to students' language construction ability and thinking ability, so as to ensure that teachers can fully explore some hidden learning conditions in the classroom[3]. In the process of classroom teaching, teachers should give students a comprehensive feedback on the information they have collected, and in the process of understanding the students' Chinese learning skills, they should fully understand the students' familiarity with the concept of Chinese and the rules of Chinese learning. In the process of understanding students' attitude towards Chinese, students should communicate and communicate with their teachers one-to-one, so as to play a good feedback role:



Figure 2 Language attitudes

In the course of teaching, the teacher should give the students a comprehensive appreciation of the article from some key words, so that each student can master the more perfect learning rules. Before the end of the class, the teacher should let the students express the feelings of the author that they have experienced in the course of learning. Through this kind of teaching thinking, teachers can fully understand the students' current learning characteristics and students' learning results, so as to cultivate the students' Chinese learning skills well and improve the students' Chinese core literacy as a whole.

#### 4.2. Make Clear the Contents of Classroom Teaching

In the process of cultivating the students' Chinese core quality based on the goal-oriented teaching concept, teachers should make clear the key contents of the classroom according to the students' current learning results, and teachers should determine the students' various learning contents according to the idea of goal-oriented teaching theory. When the teacher tells the relevant theoretical knowledge to the students in class, he should constantly improve the students' ability to receive information. For example, when the teacher tells the students about the article, the teacher can make a graphic summary of what the students have learned, so that the content of the article can be fully integrated, and the teacher must meet the requirements of the course teaching in the course of classroom teaching.



Figure 3 Meet the curriculum

For example, in class, when the teacher tells the students about the argumentative paper, he can tell the students to memorize the relevant knowledge points in the classroom. It is worth noting that when teachers let students learn through charts, to provide students with sufficient learning materials, teachers can show students the background knowledge of the article as well as real historical events, so as to continuously improve students' learning efficiency. At the same time, in the process of classroom teaching, teachers should also respect the main position of students, so that each student can learn and explore the relevant knowledge points according to their own language

basis. In the process of classroom teaching, teachers can guide students' learning ideas through multimedia or direct narration. For example, when the teacher tells the students about "commemorating liu and zhenjun" in class, the teacher asks the students : " what is the meaning of the mediocre man in lu xun's writing, and why should he describe the mediocre specially ?" After the teacher raises this question to the student, the student's study thought and the study attention will concentrate on the teacher's question, the student in the independent study and the independent inquiry process, will deepen to this article understanding and the understanding, thus enhances the student's study efficiency and the study quality effectively.

### **4.3. Teaching Chinese Learning Skills**

It is also very important for the cultivation of students' Chinese learning skills in the Chinese teaching classroom. Teachers should base themselves on the contents of the teaching materials in the course of classroom teaching, and cultivate the students' Chinese learning skills well around the methods of Chinese learning and the main learning contents. In the classroom, the teacher should not only tell the students about the background of the writing, but also make an in-depth analysis of the image of the lotus. In the course of the analysis, the teacher can draw close to the content of the writing so that each student can learn how to express his inner feelings through the description of the scene. After the teacher tells the students about the article, he can let the students write the composition, so that each student can apply the knowledge learned in the class to the real life. When letting the students analyze the content of this article, the teacher should first clarify the main writing ideas of the article, and then integrate the other scattered content effectively, so as to fully understand the author's writing emotion and write the thinking, so that the students' writing ability can be improved effectively.

## **5. Conclusion**

In the current Chinese teaching classroom, it is very important to cultivate the students' Chinese core accomplishment. In order to ensure the orderly progress of the classroom teaching, teachers should start with the goal-oriented teaching theory to create a new teaching classroom.

## **References**

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