

# Thoughts on Chinese Teaching at Primary Schools from the Perspective of Core Competence Construction

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**Abstract**—With the economic development and social progress, China's traditional education and teaching system is facing tremendous pressure from reform. Some of the drawbacks in the traditional education system have become the bottleneck that hinders the quality improvement of education and teaching in China in the new era, and have become a negative factor in improving students' comprehensive ability. Chinese teaching at primary schools is a fundamental subject in students' academic career and is critical to students' future overall development. This paper gives a brief analysis of Chinese teaching at primary schools from the perspective of core competence and ability.

**Keywords**—*Core Competence, Ability, Chinese Teaching at Primary Schools*

In recent years, both in economic construction and in social development, good achievements have been made in China. In the new historical period, the demand for talent in society has changed significantly from the past. How to adapt to this change and how to position the main direction of education and teaching in the new era is not only a simple education issue, but also a social issue. Education oriented to social needs is not only the foundation of education and teaching policy, but also the overall goal of education and teaching development and reform. Quality-oriented education is proposed in such a social context and placed at the height of national strategy.

## I. IMPORTANT ROLE OF CHINESE TEACHING AT PRIMARY SCHOOLS IN THE CONSTRUCTION OF STUDENTS' CORE COMPETENCE AND ABILITY

At present, in the context of promoting teaching reform and quality-oriented education, it is proposed to cultivate students' comprehensive ability and literacy. The word core competence is not unfamiliar to everyone, but as for what is core competence and what kind of core competence should primary school students have, there is no clear definition before. The so-called core competence, from a broad perspective, mainly includes six aspects: a person's scientific spirit, humanistic cultural heritage, learning methods, responsibility, positive attitude towards life, practice and innovation. We should focus on integrating the literacy of these six aspects into the teaching of each subject to improve students' core competence. Primary school students are in an important period of cultivation of personality, thoughts and learning habits. As an important basic subject in the learning process of primary school students, Chinese will have an important impact on the current and future development of students. Chinese itself is the extension of culture. Chinese teaching plays a positive guiding role for students to perceive and use language, enhance and strengthen thinking, understanding and appreciating culture. It can promote students' accumulation of knowledge and the formation of language sense. Through the study of Chinese, students can cultivate their own aesthetic taste and humanistic connotation in the subtle. Chinese knowledge also plays an irreplaceable role in shaping students' quality. Through the study of Chinese textbooks, students can understand the essence of traditional Chinese culture, which can enable students to cultivate their sense of identity with their national culture from childhood, and accumulate the ability to resist negative thoughts. These excellent cultural genes, humanistic thoughts, academic achievements, and cognitive methods and practical guidelines for things in ancient and modern China and abroad are based on the improvement of the overall quality of students.

In the previous Chinese teaching at primary schools, we paid more attention to students' mastery of knowledge. Obviously, the simple knowledge point explanation does not constitute the whole teaching goal of Chinese teaching at primary schools. But for a long time, under the guidance of exam-oriented education, our education and teaching have gone astray in measuring the ability of a person with scores. This problem has aroused widespread concern from all walks of life. Many scholars have broken the traditional Chinese teaching at primary schools and raised the strategic disadvantages of the national education and health development. At present, it is not only the education sector, but also all sectors of society are very concerned about the advancement of education and teaching reform and innovation. The problem of cultivating students' core competence and ability has not only stayed in theoretical research, but has been fully developed with the advancement of education and teaching reform.

At present, some people in the society still have misunderstandings about this issue, and some of our teachers have no clear understanding of this issue. These people believe that at the primary school stage, students are still immature in terms of mental intelligence and level of consciousness. Therefore, students at primary school still need to focus on learning basic knowledge, and it is not too late to reinforce their core competence after they have grown up. This view is definitely wrong. Although primary school students have weak ability to recognize and understand things, they have strong desire for knowledge and are

highly imitative. Primary school learning plays a key role in the development of their outlook on life, values, and learning ability. The habits and potential identity of students formed in primary school have a great impact on the development throughout their entire life. Foreign countries started early on the cultivation of primary school students' core competence and ability, and the education and teaching effects they have obtained in this respect have a great warning and guiding effect on our teaching reform. Some foreign research data show that the cultivation of core competence and ability in primary school students plays a half-effect in the follow-up comprehensive development of students.

## II. CONSTITUTION OF STUDENTS' CORE COMPETENCE DURING CHINESE TEACHING AT PRIMARY SCHOOLS

Language is the carrier and inheritance of culture. Chinese teaching at primary schools is a basic course for elementary school students. Chinese teaching at primary schools generally focuses on the cultivation and accumulation of language and characters, thinking and discerning ability, aesthetic ability, and humanistic feelings.

### A. *Learning and Accumulation of Languages and Characters*

The most basic feature of Chinese teaching at primary schools is to let students accumulate enough text information and understanding of the text, and use this knowledge scientifically and correctly. The study of language and character knowledge is a gradual process. The first thing to solve is the problem of understanding. The second is to solve the problem of understanding. Finally, it is implemented in the application. This process is interlocking, with a clear distinction between primary and secondary. Through learning, primary school students can not only exercise their own understanding, but also enhance their ability to express themselves and lay a certain foundation of language. In addition, the language itself is a communication tool. On the basis of mastering the Chinese text information, students will inevitably apply to the actual communication. This is the initial stage of their personal communication ability.

### B. *Thinking and Discerning Ability*

Through the study of Chinese knowledge, students will repeatedly read Chinese textbooks and add their own opinions on the basis of a general understanding of textbook knowledge. Pupils are simple and active in thinking. They often have great interest in unknown things and are very good at expressing their doubts. At this point, as long as the teacher gives some guidance, students can form their own feelings about a certain problem. The good learning habits of many students who are good at thinking and willing to think are gradually cultivated at the primary school stage.

### C. *Aesthetic Ability*

There is a very clear definition between beauty and ugliness. There are strict and different standards for what is beautiful and what is ugly. In recent years, various kinds of different ideas in the society have been ups and downs, and many of them are very low, constantly affecting our aesthetic standards. In fact, everyone has their own standards for beauty and ugliness. Pupils have weak ability to understand, but their ability to judge intuitively is not weak. The development of their aesthetic ability is a gradual process. In Chinese learning, our teachers not only need to be a communicator of knowledge, but also a leader, so that students can develop correct aesthetic ability from an early age. We often hear stories like this. A child grows up in a bad environment and smokes and drinks at a young age. A child sees an endless quarrel between parents, so he/she will have negative and extreme views on family and marriage. These stories reflect the significant influence of the external environment on the cognition and judgment of primary school students. In the teaching of Chinese teaching at primary schools, we must teach children how to appreciate beauty, how to recognize ugliness, and tell them what is right and what is wrong. We want students to have a preliminary understanding of these and to mentally enhance their ability to withstand various risks.

### D. *Humanistic Feelings*

Humanistic feelings have rich national characteristics, including basic national culture, national customs and historical traditions. Humanistic education for primary school students should be consistent throughout all education and teaching. Previously, Chinese teaching at primary schools did not emphasize shaping students' humanistic feelings. What's more, insufficient attention is paid to protecting humanistic culture. Cultivating students' humanistic feelings is not only the inherent requirement of Chinese teaching but also the foundation for the prosperity and development of national culture. The cultivation of humanistic feelings can strongly support students' character development and personal well-being, and can deepen students' national feelings.

## III. CONSTRUCTION OF EDUCATION SYSTEM OF CHINESE TEACHING AT PRIMARY SCHOOLS FROM THE PERSPECTIVE OF CORE COMPETENCE AND ABILITY

The teaching of Chinese teaching at primary schools from the perspective of core competence and ability is a systematic project. Its establishment must follow a scientific and orderly approach and cannot be accomplished overnight. As far as the author believes, the construction of the Chinese teaching at primary schools from the perspective of core competence and ability should focus on the following aspects:

### A. *Thoroughly Change the Traditional Chinese Teaching Concept at Primary Schools*

The traditional Chinese teaching at primary schools is basically knowledge-oriented. The majority of teachers often judge the level of students' ability and quality merely from the scores obtained by students. The wrong nature of this dominant idea is not to be repeated. From the perspective of core competence and ability, the first problem to be solved in the construction of Chinese teaching at primary schools is to break the traditional thinking and the value of education and teaching. In the teaching of Chinese teaching at primary schools, we have to give up the misunderstanding of the assessment of students with high scores,

and examine the teaching of Chinese teaching at primary schools with a new perspective. We must understand the great impetus of Chinese teaching in the overall development of students and consciously focus on the improvement of students' comprehensive ability in Chinese teaching at primary schools.

#### *B. Pay Attention to Cultivating Students' Thinking in Education and Teaching*

Thinking ability is an important part of the core competence of primary school students. With the continuous advancement of education and teaching reform, the education-teaching model with students as the main body has received more and more attention. The main point of this kind of education teaching mode is to change the core position of teachers in traditional teaching, and to adjust the focus to the students. Teachers should serve as the leader, and the way they should no longer use a mechanical method of cramming to impart knowledge to students. They should guide students to learn to think independently, let students establish the habit of divergent thinking in subtle ways, and let students express different opinions and viewpoints. Only when students learn to think independently can their enthusiasm and initiative be improved.

#### *C. Focus on Cultivating Students' Cooperation Ability*

Chinese teaching is different from teaching in other disciplines. In many cases, Chinese teaching emphasizes a person's mastery and perception of knowledge. Of course, while advocating the cultivation of students' sense of cooperation, we do not want to weaken the meaning of students' independent thinking, but emphasize the creation of some environment in Chinese learning to allow students to actively participate in mutual cooperation. We can organize students to participate in some discussion and divide students into different groups of interests to fully play their organizing ability and coordinating ability. We need to believe in students, rely on them and ask them to fully display their characteristics in learning so as to realize the integration of independence and teamwork in Chinese teaching.

#### *D. Focus on Changing the Traditional Chinese Teaching Means*

When it comes to Chinese teaching, many people will have the same picture in the same mind: a blackboard, a piece of chalk, a teacher who lectures in the lecture hall, and a group of students sitting in the classroom. With the development of economy and society, especially with the advancement of science and technology, various front-line teaching aids have been used in education and teaching, such as multimedia and new media. They not only effectively improve the teaching conditions of Chinese teaching at primary schools, but also play a very significant role in promoting the teaching of Chinese teaching at primary schools. We must be good at using these high-tech teaching aids to change the classroom impression of Chinese teaching at primary schools. Students, especially primary school students, have a strong interest in these novel teaching methods. As long as the teacher properly uses these means, it is possible to attract the attention and interest of the students to the classroom teaching content.

### IV. CONCLUSION

The teaching of Chinese teaching at primary schools based on the perspective of core competence and ability has become the main direction of the current teaching reform of Chinese teaching at primary schools. We must fully understand the significance and urgency of the reform, actively adjust the teaching ideas, boldly explore teaching methods, and earnestly achieve the goal of improving students' comprehensive ability.

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