

## The Connotation of Chinese Core Accomplishment and Its Enlightenment to Teaching

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**Abstract.** The teaching of Chinese should be based on Chinese core accomplishment and students' individual accomplishment. In the process of Chinese teaching, we should focus on cultivating students' core accomplishment of Chinese subject, so as to reflect the Chinese subject characteristics. Based on the author's learning and practical experience, this paper first analyzes the connotation of Chinese core accomplishment, and then puts forward the teaching countermeasures based on Chinese core accomplishment. The research results of this paper have some positive effects on understanding the connotation of Chinese core accomplishment and improving students' Chinese core accomplishment.

### Introduction

In 2014, Chinese Ministry of Education promulgated *Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Talents*, which put forward the concept of core accomplishment. This concept fully reflects the new requirements of the times for personal and social development, and also points out the new direction of curriculum reform in China, that is, the curriculum reform based on core accomplishment [1]. In this context, numerous education experts, scholars and front-line teachers have started to explore the core qualities of various disciplines in different stages of education, so as to promote the curriculum teaching reform in various subjects. Chinese curriculum reform is one of them. Chinese classroom teaching is the focus of Chinese curriculum reform and an effective way to cultivate students' Chinese core accomplishment [2-3]. Based on this, Chinese teachers at all levels and all types of schools should fully understand the meaning and content of Chinese core accomplishment, use effective teaching strategies and carry out classroom teaching activities in combination with students' physical and mental development, so as to improve students' Chinese core accomplishment.

### The Connotation of Chinese Core Accomplishment

**The Construction and Application of Language.** As a linguistic subject, language is the essential requirement for the construction and application of language. Therefore, the construction and application of language is also the basic component of Chinese core accomplishment. The construction and application of language here mainly refers to the process in which students gradually grasp the characteristics of language in the learning of Chinese courses, form their own language experience and accomplishment, and constantly construct in the communication with others. Primary and secondary school students are in the critical period of language construction, and Chinese curriculum education and teaching is an important way for them to carry out language construction and application [4]. Therefore, Chinese education and teaching workers in primary and secondary schools should pay special attention to cultivating students' core Chinese accomplishment of language construction and application in Chinese classroom teaching. At any stage of education, Chinese education and teaching are not simply teaching Chinese knowledge, but

take the construction and application of students' language as the basic point and carry out various language training activities, so that students can enhance their sense of language from the activities, complete the self-construction of language, and constantly improve in practice.

**The Development and Promotion of Thinking.** The development and promotion of thinking is an indispensable element of students' Chinese core accomplishment. Thinking is the unique brain activity of human beings, which is closely related to human language: Language is the external embodiment of thinking, and thinking is the internal mechanism of language generation and formation [5]. The construction and application of language need thinking as the support, and the construction and application of language can promote the development and improvement of thinking. The Chinese education needs to infiltrate the thought training in the Chinese teaching, simultaneously in this process enhances the student language feeling and the application ability. The infiltration of thinking training in language learning is conducive to the development of the brain and the improvement of thinking, which in turn is conducive to the feeling and understanding of language, which complement each other and promote each other.

**Aesthetic Appreciation and Creation.** Aesthetic appreciation and creation are also important components of Chinese core accomplishment. As a language discipline, Chinese itself has an important aesthetic function, and the appreciation of Chinese words and phrases requires aesthetic accomplishment. To a certain extent, the teaching process of Chinese course is actually the aesthetic process of students to the content of Chinese text. The teaching of poetry, novels and prose in Chinese textbooks all requires aesthetic ability and accomplishment. In addition, the writing process in Chinese teaching is actually the process of creating beauty. Students put their appreciation of beauty and their perception of life on the tip of a pen, write on paper, and form their own articles. The same theme, due to each person's growth experience and life experience, written articles will be different. This is actually a creation of beauty [6].

**Cultural Understanding and Inheritance.** Cultural understanding and inheritance are also important components of Chinese core accomplishment. Chinese as the mother tongue of our country, Chinese textbooks have condensed the essence of many excellent Chinese culture and ideology, previous Qin prose, Tang poetry and Song ci, Ming and Qing novels, modern and contemporary prose, all branded the good culture of the Chinese nation. The teaching process of Chinese education is also the process of cultural understanding and inheritance. Chinese nation is a multi-cultural nation. Chinese language education should transform culture, strengthen cultural identity, adaptation, assimilation and integration, inherit traditional excellent culture and understand multi-culture, breed new and healthy culture, and form students' humanistic quality.

### **Teaching Countermeasures Based on Chinese Core Accomplishment**

**The Core Accomplishment Content of Chinese Subject should be Clarified.** It is the premise of developing students' core accomplishment to make clear the content of the core accomplishment of Chinese subject and the content of the core accomplishment of Chinese which students from different learning sections should possess. When learning the core accomplishment of Chinese subject, we should pay attention to the uniqueness of the subject accomplishment and reflect its own essential characteristics, that is, the inherent of the subject. Attention should also be paid to the stratification of the subject accomplishment, that is, the sequence of teaching objectives based on their weight: interest, motivation, need, etc.; knowledge and listening, speaking, reading, writing, thinking and so on; Attitudes, values, etc [7]. To sum up, the core accomplishment of Chinese subject should include four major contents: "language construction and application, thinking development and promotion, aesthetic appreciation and creation, and cultural understanding and inheritance". Of course, these qualities need to be further studied and refined. Among the core qualities of these Chinese subjects, "language construction and application", which can best reflect the essential characteristics of Chinese subjects, should be the unique qualities of Chinese subjects, as well as those not possessed by many other subjects. After understanding the key points of discipline accomplishment, the teaching is carried out according to the core accomplishment of discipline. The core accomplishment of Chinese subject should be the "soul" of *Chinese Course*

*Standard*, which is just like a main line, connecting the Chinese knowledge, text content, Chinese ability in Chinese subject, as well as the implementation of Chinese course and the standard of academic quality. Three-dimensional goal is no longer the ultimate goal of Chinese teaching, the ultimate goal of Chinese teaching should be the construction and use of language and the development of essential character and other core qualities, so that the core quality of Chinese subject and the core quality of students and individual accomplishment integration.

The fundamental purpose of Chinese teaching and human development core connotation is the improvement of human core accomplishment. In the design and implementation of Chinese teaching, we must take the core accomplishment of Chinese subject as the guide, fully reflect the nature and characteristics of the subject, and make the Chinese teaching process become the process of forming the core accomplishment of Chinese subject. It is the improvement of the height, depth and connotation of the Chinese subject education, and the real return of the Chinese subject education to the education of human being, which should move from the present "three dimensional goal" to the "core accomplishment". Based on the teaching of Chinese core accomplishment, it can effectively solve the problem that the current curriculum standards pay too much attention to the text content of subject textbooks [8]. Instead of paying attention to knowledge and subject content, teachers should use textbooks as an example to improve their accomplishment, which is also in line with the current international development trend. The teaching based on the core accomplishment of Chinese subject means that the model of subject education and the way of learning should also be changed fundamentally.

**Establishing the Core Accomplishment Concept of Chinese Teachers.** Teachers are the implementers of classroom teaching and the evaluators of Chinese courses. In order to cultivate students' core accomplishment, Chinese teachers should first establish the teaching concept of core accomplishment. The first stage of curriculum reform has completed the transformation of educational values, and the "re-start" of curriculum reform is marked by the transformation of educational knowledge concept. The new round of curriculum reform emphasizes that the core accomplishment should be put in the basic position, the vast number of Chinese teachers must respond to the government's decision, take the core accomplishment standard as the guidance, set up the correct Chinese teaching idea and carry out the correct teaching behavior [9]. Chinese teachers shoulder the responsibility of cultivating students' Chinese core accomplishment, and their professional level is the key to whether they can complete the task. The concrete connotation of Chinese core accomplishment still needs to be further studied, but it is urgent to establish the concept of Chinese teachers' core accomplishment education. The majority of Chinese teachers must be deeply aware that the cultivation of Chinese core accomplishment is an important part of their professional development and the basic task of achieving the goal of Chinese teaching. Every Chinese teacher must know the concept, content and value of core accomplishment education in advance, and use it to enrich their own theoretical knowledge of education and teaching and guide their teaching behavior. To set up the concept of Chinese teachers' core quality education is the first step of cultivating students' core quality of Chinese [10].

**Creating Problem Situation and Implementing Inquiry Teaching.** In Chinese class, we should set up problem situation and carry out inquiry teaching. Professor Zhang Hua believes that the teaching problem situation has the following connotations: life situation, social situation, reality situation, concept situation and false reality situation. In the classroom of Chinese teaching, teachers provide examples and questions related to the course content, guide students to diverge their thinking through reading, thinking, discussion and other forms, explore the problems, deepen the understanding of the course content and master the subject knowledge. In inquiry-based learning, students are the main body, through the "autonomy-cooperation-inquiry" way, cultivate the ability of independent learning, cooperative learning and inquiry learning. Autonomous learning develops students' ability of self-management, cooperative learning exercises students' ability of language communication, and explores and trains students' ability of creative thinking [11]. These abilities are not only applicable to the Chinese subject, but also to the special ability of Chinese teaching situation. It applies to all situations and to all critical competencies, which meet the standards of

core Chinese accomplishment. Therefore, creating problem situation and carrying out inquiry teaching is an effective way to cultivate students' Chinese core accomplishment.

## Summary

The selection and cultivation of Chinese core accomplishment is a complicated and long-term process, but once it is formed, Chinese core accomplishment will gradually accumulate, along with a lifetime and play its unique educational function to promote people's all-round development, so as to adapt to the needs of social development. At present, the specific connotation of Chinese core accomplishment has not been determined, and the model of Chinese core accomplishment is also under construction. Both the language worker and the language learner must take an active part in the construction of the Chinese core accomplishment to lay a solid foundation for lifelong learning and all-round development.

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