Research on Evaluation of Literary Text Reading Ability Based on Core Literacy

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Abstract: Reading ability is an explicit form of core literacy. Understanding students' core literacy development needs to start with reading ability evaluation. Teaching evaluation, as an important part of high school Chinese reading teaching, refers to a comprehensive inspection and value judgment of the reading volume and reading ability of the evaluation target, which is intended to implement the teaching goals of the Chinese subject and improve students' core Chinese literacy. This thesis tries to study the evaluation of reading teaching in the perspective of the core literacy of the Chinese language. Through research methods such as literature research method, questionnaire survey method and classroom observation method to diagnose the shortcomings of current reading teaching evaluation, and propose corresponding Improving suggestions to make reading teaching evaluation better serve the cultivation of students' core Chinese literacy is the direction and goal of this research effort.

1. Introduction

The latest edition of the "High School Chinese Curriculum Standards", officially released on January 16, 2018, takes "disciplinary core literacy" as the top priority, and defines it in a separate chapter together with the course goals, emphasizing that language discipline should be based on language literacy Promote in-depth reform of the Chinese language. It can be seen that the foundation of Chinese language teaching is the cultivation of the core literacy of Chinese language students, and the evaluation of reading teaching is an organic part of Chinese language teaching. The implementation of reading education evaluation is ultimately to achieve the overall goal of Chinese language teaching, that is, to promote students Chinese language literacy. Reading teaching is the most basic and most important way to cultivate students' core Chinese language literacy in the teaching of Chinese subjects. It is a key area of attention for each teaching worker. Teaching evaluation, as an important link in reading teaching, has identification, orientation, motivation, diagnosis, and adjustment. And oversight functions. Therefore, if we want to cultivate the core literacy of the students in Chinese in reading teaching, we must give full play to the above-mentioned functions of educational evaluation, and the proposal of core literacy indicates the way forward for improving the reading teaching evaluation.

The evaluation of reading competence based on core literacy is more inclined to encourage students to practice and operate in specific task situations, and to use the knowledge of the Chinese language to discover problems, explore problems, and solve problems. This kind of evaluation needs to mobilize teachers, students, and other subjects, choose multiple methods such as ultimate evaluation and formative evaluation, and rely on a variety of carriers such as literary texts and practical texts to more comprehensively examine the development level of students' reading ability. To understand the development status of students' core literacy. This time, we mainly focus on literary texts, and discuss how to design evaluation questions to examine students' reading abilities, and what development trends will appear in the evaluation of literary texts in college entrance examinations in the future.

In summary, the evaluation is carried out in the perspective of cultivating students' core core literacy. The breakthrough of the current bottleneck in the evaluation of Chinese reading teaching is

expected. This paper looks forward to relying on the theoretical basis of education evaluation of teaching evaluation, starting from the current status and problems of educational evaluation Based on the cultivation of Chinese core literacy, relevant improvement strategies are proposed to arouse the attention of educators on classroom teaching evaluation, improve the level of pedagogical evaluation, and fully implement the cultivation of students' core literacy.

2. Core Literacy

The concept of core literacy (Key.competency) was introduced from the West. Key contains "critical" and "essential" and other meanings. Competency can be literally translated as "ability". It can be seen that core literacy refers to the survival and life of people. Key competence.

"Core literacy" first appeared in the research report of the Organization for Economic Cooperation and Development (OECD) and the Council of the European Union in 1997. It refers to the core knowledge, ability and emotional attitude that students should have to adapt to society. Core literacy is the need for students' self-realization and social development. It is also a new requirement for talents in the era of knowledge economy and information. At present, countries and regions around the world formulate educational policies, study educational theories, and explore important issues in educational practice all centering on "core literacy." China is also keeping pace with the times. In March 2014, it issued the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Tasks of Lideshuren. It first proposed core literacy and pointed out that it would develop and construct a "core development system for student development." As a key link to promote the deepening of curriculum reform.

At the conference on the research results of Chinese students' development of core literacy in September 2016, the overall framework of core literacy for student development in China was announced, including six core literacy, namely, humanities, scientific spirit, learning to learn, healthy living, responsibility, practical innovation.

3. Reading Ability Requirements for High School Literary Texts

Looking at the high school Chinese curriculum standards and college entrance examination instructions, we can group the reading ability requirements for literary texts into five categories. First, overall perception. Grasp the content of the text as a whole, clarify the ideas, summarize the main points, analyze the structure, and understand the thoughts, viewpoints, themes and feelings expressed in the text. Second, information integration. According to different reading purposes, for different texts, flexibly use intensive reading, skimming, browsing, speed reading and other reading methods to improve reading efficiency. Third, understand the interpretation. Taste the language, try to understand the meaning of wonderful sentences according to the context, understand the expressive power of wonderful sentences; understand the relevant materials involved in the text, and explore the author's creative background and creative intention. Fourth, appreciation and evaluation. Analyze the basic characteristics and main expressions of literary genre, mobilize your life experience and knowledge accumulation, and interpret the text personally and creatively; appreciate the literary image of the text, understand the rich connotation of the text, realize its artistic expression, and have your own Emotional experience and thinking. Fifth, critical inquiry. Learn to explore and read creatively, develop imagination, speculative ability and critical ability, evaluate the value judgment and aesthetic orientation of the text; explore the national psychology and the spirit of the times from different perspectives and levels, and understand the rich social life of human beings And the emotional world. Because reading ability is implicit, these five kinds of reading ability need to be revealed through reading and appreciation, expression and communication, combing and exploring three kinds of speech practice activities; at the same time, these speech practice activities also need to rely on subject cognition and personal experience And social life. Therefore, when designing evaluation questions, we should comprehensively use three task situations to carry three kinds of speech practice activities, point to five reading abilities, and help teachers better understand the development of students' core language literacy.

4. The Theoretical Basis of Literary Text Reading Ability Evaluation Based on Core Literacy

The theory of meaningful learning American psychologist. Osuber put forward the concept of "meaningful learning" in "Educational Psychology-Cognitive Perspectives". ? Meaningful learning is a learning method opposite to mechanical learning. Its essence is that the learner establishes a non-artificial and substantial connection between the new knowledge represented by the symbol and the existing concepts in the cognitive structure. Emphasize that teaching must arouse students' own relevant knowledge and experience to understand new knowledge, incorporate new knowledge into the original cognitive structure, and achieve assimilation of new and old knowledge. Such learning can enable students to obtain true knowledge and is meaningful. Learning.

Constructivist learning theory. The constructivist (constructivism) learning theory believes that learning is the process by which learners actively construct meaning for knowledge, that is, the learner clarifies the nature and regularity of things reflected in the current learning knowledge, and uses their own experience to clarify things The process of connection. ? Therefore, the acquisition of learning results has little to do with the teaching ability of teachers and the memory ability of students. It mainly depends on the ability of learners to construct meaning for new knowledge based on existing experience, and learning is in a certain social and cultural context. What happens is what happens in the situation, so teachers should pay attention to the creation of learning situations when designing teaching. It particularly criticizes the teaching methods of "fill-in-duck" and "full-fledged teaching" in the past, emphasizing the role of teachers in helping learners to construct the meaning of new knowledge. Image.

Curriculum standards. Curriculum standards are guiding documents that specify the nature of a subject's curriculum, textbook preparation, curriculum objectives, curriculum content, and implementation recommendations. ? The Standards for General Chinese Curriculum for Senior High Schools is a guiding document for the subject of Chinese language. Every language worker must study it carefully, understand it thoroughly, and use it flexibly. It is a working guide for language workers to start language teaching or research.

5. The Development Trend of the Evaluation of Literary Text Reading of College Entrance Examination from the Examples

With the development of empirical research on core literacy and the nationwide implementation of the "New College Entrance Examination", the assessment of literary reading ability in the college entrance examination will also change in the future, and the propositional thinking is likely to be closer to the examples. Because these questions to some extent foreshadow the development trend of the literary text reading ability of the college entrance examination.

Corpus selection is more comprehensive. The propositional corpus is not limited to a single literary text, and it will be more popular to use several texts with the same, similar, or opposite linguistic style, topic content, and genre characteristics as the reading corpus. A corpus of multiple texts that combine ancient, modern and contemporary Chinese and foreign poetry, prose, novels, and dramas, as well as cross-cultural and trans-epochal texts, will gradually emerge.

Situation construction is more open. The propositional situation is not confined to a single situation, and tends to integrate a variety of situations such as subject knowledge, personal experience and social life, and strives to provide students with open thinking space. The subjective cognitive situation mainly refers to students' understanding of literary texts, including students' cognition of literary texts' ontological functions, content characteristics, reading methods, and their relationship with other genre texts, and can use these cognitions to solve literary texts Related reading issues. The personal experience situation mainly refers to the inner world of the students, including the personalized listening, speaking, reading and writing experience, memory thinking, and emotional experience obtained by students in reading literary texts. Social life situations point to life scenarios related to literary texts. Students focus on social issues and use language accumulation, reading strategies, and writing methods to analyze and solve practical problems related to life.

Problem design is more flexible. The problem design no longer focuses on local trivial details, but instead cuts in from the perspective of key sentences, expressions, emotions, and themes of literary texts. It focuses on the overall characteristics of the text and uses the "master Questions "to test students' reading abilities. This "main question" is not placed bluntly under the corpus, but is transformed into a practical task of speech, using a conversational tone of martyrdom. At the same time, the habit of reading corpora to read only reading topics will be broken, and the "combination of reading and writing" concept will be penetrated flexibly.

Examination orientation is more multi-dimensional. In the ability review, the topic changed from "one-to-one" to "one-to-many" and from "capability point" to "capability bundle". That is, a single topic can examine multiple types of reading ability and point to multiple core literacy dimensions. In the previous analysis of the propositional ideas of each topic, we adopted the "primary examination" and "focus-oriented" discourse methods, which emphasizes that there is not a one-to-one relationship between the topic and reading ability and core literacy. At the same time, each topic under the same corpus together forms a closely related speech practice task group. They strive to construct the three reading task scenarios described above, covering three verbal practical activities, comprehensively evaluating the five reading abilities, and collectively pointing to the four dimensions of core literacy. Regardless of whether it is viewed from a single topic or from the relationship between the topics, in the future, the literary text reading ability evaluation questions for the college entrance examination will adhere to a multi-dimensional examination orientation.

6. Conclusion

Based on the core literacy literary reading ability evaluation tendency, the concepts of "assessment to promote learning" and "evaluation is learning" are more commonly used to understand reading ability, diagnose problems, and provide suggestions for improvement. Therefore, this type of assessment question is more suitable for adopting the SOLO review method. The sample of students' answers is used to divide the level of students' reading ability performance and describe the development level of students' reading ability. Chinese teachers should grasp the above-mentioned development trends, change their roles, and use the evaluation feedback results to scientifically guide students to learn to read and consciously develop the core literacy of Chinese.

Acknowledgment

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