

Research on Establishment and Implementation of Primary School English Reading Teaching Content System Based on Core Literacy

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Abstract: As far as English is concerned, the most fundamental starting point is communication, and the best time to learn a language is in primary school. Therefore, teachers need to firmly grasp the students' greatest development advantages at this stage and guide teaching. Modern English reading teaching is a kind of teaching centered on the improvement of core literacy. For the teaching of English reading, teachers should be able to base themselves on their own teaching practice and gradually sum up more effective methods so as to improve students' core qualities. Primary school English reading is a kind of learning and Enlightenment activity for students when they are in initial contact with foreign languages. From the perspective of teaching practice and related research, reading teaching and research are outstanding in middle schools and universities, but rarely involved in primary schools. This paper takes English reading teaching in primary schools as the research object and explores the core literacy idea throughout the English reading teaching process to promote the establishment and implementation of the teaching content system.

1. Introduction

The new curriculum standard requires students to learn how to read English articles from the primary school stage. This awareness is also deepening. The main purpose of education and teaching has leapt from recognizing primary English to enhancing students' cultural literacy [1]. The primary school stage is a golden period for students to develop mental thinking. Modern teaching is no longer a simple knowledge infusion, but teaches students more learning methods. To cultivate students' core literacy, we must first start with reading literacy [2]. This is not only the demand of reading teaching itself, but also the necessary requirement to improve the efficiency of English reading teaching in primary schools. The so-called core accomplishment specifically refers to the basic ability and important quality that students should have to meet social development and lifelong development [3]. Teachers need to give full play to their own functions when cultivating the core literacy of primary school students in reading. For the teaching of English reading, teachers should be able to base themselves on their own teaching practice and gradually sum up more effective methods so as to improve students' subject accomplishment. Teachers should fundamentally change teaching concepts and innovate teaching modes so as to stimulate students' interest in learning and promote students' all-round development [4]. For this reason, improving students' reading ability has always been one of the main goals of English teaching.

With the implementation of the new curriculum standards, the English curriculum is also focusing on the emotional needs of students, allowing students to develop multi-faceted abilities in the process of English reading and improve their humanities. The main purpose of English teaching in primary schools is to cultivate students' subject literacy [5]. And the teaching of reading always runs through the entire teaching process. Reading level and literacy are the yardsticks of primary school students' English language ability. Core literacy teaching is based on cultivating students' all-round development, focusing on cultivating students' interest in English reading, and laying a foundation for improving their English level [6]. Judging from teaching practice and related research, reading teaching and research have performed well in middle schools and universities, and rarely involved in elementary school. The psychological condition of primary school students is still in the developing stage, which easily affects the self-confidence of students. Therefore, in the teaching process, teachers need to adjust the teaching difficulty so that students can gradually

increase their confidence in English learning in the process of learning English [7]. This article takes primary school English reading teaching as the research object, and explores the core literacy concept in the process of English reading teaching to promote the establishment and implementation of the teaching content system.

2. Main Problems in English Reading Teaching in Primary Schools

2.1 The Teaching Method is Single

At present, many teachers, influenced by the traditional education idea, pay too much attention to grammar knowledge and sentence pattern knowledge in English classroom teaching, and repeatedly instill theoretical knowledge into students, but neglect the cultivation of students' English application ability. At present, many primary school English reading teaching is still limited to the input of reading text, the input of students is seriously insufficient, resulting in a lot of waste of resources. The ultimate goal of English learning is to communicate with people, that is, to understand other people's words. The content of English Reading Teaching in primary school can be divided into two parts: vocabulary recognition teaching and language understanding teaching. Among them, vocabulary recognition focuses on the teaching of regular vocabulary, irregular vocabulary and high-frequency vocabulary, while language understanding mainly carries out basic teaching to students from the aspects of background knowledge, text knowledge and grammar knowledge. In actual English reading teaching, teachers should be able to encourage students to think positively, so that students can improve their understanding of the text in communication and discussion [8]. Students should first determine a general learning direction. Learning English is not only to pass the examination, but more importantly to improve their reading ability so as not to lag behind others in their future work and life. In classroom teaching, dull and abstract grammar knowledge and teachers' single teaching method greatly reduce the quality of English teaching.

2.2 Ignoring the Cultivation of Students' Autonomy

In primary school English teaching, many teachers pay too much attention to the teaching of words and unilaterally interpret primary school English teaching as the teaching of word interpretation. Students learn in a relaxed and happy environment by listening to stories, which not only cultivates students' logical thinking in English, but also enriches their knowledge and improves their English level unconsciously. For reading English texts, teachers should be able to effectively organize students to interact in class according to the background, core information and connotation of the texts [9]. The core accomplishment of English discipline refers to the ability with discipline characteristics formed by students after learning English, which is also the main embodiment of the educational value of English discipline. English teachers should change their teaching concepts from their hearts, and students should make overall plans to improve their English reading ability on the basis of mastering vocabulary. In primary school English teaching, teachers should let students learn reading strategies, form good reading habits, and lay a solid foundation for sustainable reading [10]. In the primary school English curriculum, assisting in reading teaching is to improve students' comprehensive reading ability, which needs to give them enough time to explore. Improving students' interest in learning English is an effective teaching method to improve students' learning efficiency.

3. Establishment of English Reading Teaching Content System in Primary Schools

As far as English reading teaching in primary schools is concerned, if teachers only focus on improving students' reading ability and simply impart knowledge from English textbooks to students instead of integrating the concept of cultivating core literacy of subjects, it will definitely affect the cultivation of core literacy of English subjects in primary schools. Countries that use English as their mother tongue are quite different from China in history, culture, customs and humanities. Therefore, when they express their ideas in English, our conventional thinking mode is different. As far as English reading is concerned, skilled readers are usually able to read regular and

irregular words accurately while reading, and also have the ability to spell and read new words. Teachers can combine the actual curriculum and students' cognitive characteristics to collect more materials from the Internet, life experience and other fields that are conducive to students' reading [11]. The first contact of any knowledge is difficult, and pupils' willpower is relatively weak, so they will inevitably choose to escape in the learning process.

In the process of teaching, teachers need to pay close attention to students' attitude of learning English, encourage students when they are discouraged, and exert pressure on students when they are lazy. Three dimensions of learning behavior, interpersonal support and situational support are also positively correlated with learning effect. These three dimensions are related to the learning effect, which further reflects the high internal consistency reliability of the overall scale. As shown in Table 1.

Table 1 Three-Dimensional Correlation Analysis Results of Effective Classroom Environment for Primary School English Reading

	Learning behavior	Interpersonal support	Scenario support	Learning effect
Learning behavior	1	0.653	0.602	0.731
Interpersonal support	0.787	1	0.784	0.675
Scenario support	0.632	0.613	1	0.776
Learning effect	0.613	0.772	0.758	1

English learning is not a process of strictly applying theoretical knowledge. Only through innovation can we improve our academic performance. Students' short-term study in class cannot meet the requirements of teaching objectives. In fact, most of the time, the English knowledge testing websites learned in class are useless, and the indoctrination teaching is unscientific. After the construction of the teaching content system of English reading, it was applied to one class as the experimental class, and the other class adopted the traditional teaching method as the control version. The statistical software is used to make statistical analysis on the data of English proficiency test results of the students in the experimental class and the control class. After the experiment, compare the test scores of the two classes again, as shown in Table 2.

Table 2 Pre-Test Situation Data

	Experimental class	Control class
Number	45	44
Pre test average	74.6	72.8
Post test average	81.3	74.1

In teaching, teachers should pay attention to instilling the background knowledge of developed countries into students and help them understand the unique foreign culture, so as to broaden their horizons, develop their thinking and make their cultural awareness more obvious. Influenced by Chinese culture and western culture, the first problem in English teaching is cultural differences. In view of this, teachers can activate the background cultural knowledge of what they have learned before the beginning of each class to help students eliminate the differences between Chinese and western cultures and have a certain understanding of the differences between Chinese and western cultures. English curriculum standards require teachers to infiltrate teaching strategies into reading teaching so that students can form certain reading qualities and good reading habits. In the teaching of English reading in primary schools, raising questions and solving problems are two important links, which are not only related to the improvement of students' ability to understand and express texts, but also related to the expansion of students' language ability. Cultural differences have always been a difficult problem for teachers to overcome in English teaching. Therefore, in order to help students form a keen cultural perception ability, it is necessary to select correct cultural materials, enhance students' emotional experience and promote students' English cultural literacy.

4. Conclusion

In the teaching of English reading, emphasis should be placed on the cultivation of students' core English literacy, emphasizing the improvement of students' ability to discover and solve problems.

The primary school students have strong plasticity, and the effect of cultivating and shaping the students' core literacy of English is obvious. Due to the weak willpower of primary school students at this stage, it is necessary to actively guide students to learn with correct learning concepts in the teaching process. English teachers in primary schools need to continuously explore, summarize, optimize reading teaching design and develop thinking quality in reading teaching practice. Teachers should timely reflect on the teaching effect of each stage, constantly explore more efficient learning activities, so that students can get reading methods in an organized and purposeful way, so that students' ideas and attitudes can keep pace with the times. In order to cultivate students' core quality in primary school English reading teaching, teachers need to change teaching ideas, adjust teaching direction, innovate teaching mode, and cultivate students' open thinking. Integrating the core literacy concept into English Reading Teaching in primary schools can not only stimulate students' reading initiative, but also greatly improve the teaching effect.

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