

Study on the Meaning and Value of the Core Literacy of English Language Disciplines

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Abstract: The core qualities of English disciplines refer to the qualities and abilities that students should acquire in English learning to adapt to their lifelong development and social development needs. Their educational value can be derived from the elements of education—educators, educators, and educational influences. Dimensions for analysis. From the perspective of the educator, the core qualities of the English discipline can lead teachers in classroom teaching; from the perspective of the educated, the core qualities of the English discipline can promote students to become a complete person; from the perspective of education, the core qualities of the English discipline Can provide an important basis for the selection and determination of course content.

1. Introduction

In recent years, with the advancement of China's internationalization level and the promulgation of "Opinions of the Ministry of Education on Deepening Curriculum Reform to Implement the Basic Tasks of Lideshuren", the "core accomplishment" has become a hot word in China's education field. In February 2016, the Chinese Association of Education released the "China's Students' Development Core Competencies (Consultation Draft)" and proposed "social responsibility, national identity, international understanding, humanistic heritage, scientific spirit, aesthetic interest, learning to learn, physical and mental health, practice "Innovation" is an essential character and key ability that Chinese students should be able to adapt to the needs of lifelong development and social development. In China, which is still dominated by subjects, it is necessary and major to realize the necessary qualities and abilities of these students. Through the cultivation of core literacy in each discipline, the overall accomplishment of students will be enhanced. English, as a compulsory course for basic education in China, is one of the necessary skills for talent in the 21st century. The essence of English is a communication tool. However, under the pressure of the college entrance examination, the nature of English is alienated. Students only control words, grammatical structures, etc., ignoring the cultivation of listening, speaking, reading, writing, and literacy. Far away. Therefore, to clarify the connotation and structure of core English literacy and to clarify its value, we can better guide the teaching of English subjects in the context of comprehensively deepening the curriculum reform and improve the overall core qualities of students.

2. The educational value of core literacy in English disciplines

Under the background of deepening the reform of basic education curriculum, core literacy has become China's curriculum and teaching goal, guiding the continuous deepening of curriculum reform in our country. It is a new type of weapon that we declare war on "knowledge base" after the implementation of quality education. Clarifying the educational value of the core qualities of English subjects can increase the attention of educators to the core qualities of English disciplines. Then, what is the educational value of the English core literacy? How should we analyze its educational value? The author believes that the educational value of the core literacy of English disciplines can be analyzed from the three dimensions of education: educators, educators, and educational influences.

From the perspective of educators, the core qualities of English disciplines can lead teachers in classroom teaching [2]. The literacy content we have elaborated above is the goal that English teachers should strive to achieve in teaching. It indicates the direction of English teachers' teaching. Over the past decade or so, we have denounced the various shortcomings of exam-oriented education. Specifically, in the English disciplines, it is typical that dumb English and Chinglish are deeply rooted in students' minds, grammar rules, universal writing templates, and reading comprehension. The problem-solving techniques are all the contents of the teaching of teachers, but they do not notice the communicative and instrumental nature of English as a language. Under the teacher evaluation system where the student's performance is highest, the teacher only teaches the requirements of the syllabus, and the contents outside the syllabus are shelved so that after the students finish the English study at the end of the sixth year and the fourth year of the university, they still cannot achieve and the native English speakers do not have. The goal of barrier communication is also incapable of reading foreign primary sources. As a result, we held the banner of quality education to declare war on exam-oriented education. We engage in activities and engage in competitions, but we still use fractions to describe heroes. Since we can't put forward other specific and clear goals other than the importance of knowledge, teachers still have a grasp in teaching. Knowledge is the main goal, and we have not been able to win in a contest with knowledge-based. The "knowledge-based" education dissociates learning into memory and training. Its core is scores, and it completely puts students' subjectivity in one place. Today's core literacy in English disciplines is cross-cultural communicative competence, international recognition, and foreign language learning. Strategies and active learning awareness focus on students' real life and future development. They help students find themselves and develop themselves in the information age. Teachers are freed from words, grammar, and composition to pay attention to students' real life and personality characteristics. It not only clearly points out the necessary qualities and critical abilities that students should cultivate in this discipline of English, but also that these qualities and abilities are indispensable for the development of students' core qualities, so that teachers see the English discipline they teach. The contribution to the overall development of students will lead the teachers to a truly people-oriented education.

From the perspective of the educated, the core qualities of the English discipline can promote students to become a complete person. The fundamental purpose of education is to promote the free development of people[4] and make people become complete people. Zhou Guoping, a famous philosopher, believes that education is the formation of a real human being. It is the growth of human spiritual ability and becomes a complete person in the sense of human nature [5]. So what kind of person can be called a complete person? According to Lu Hongming, president of the county school principal Changsha Middle School for 100 years, a complete person does not mean a perfect person or an omnipotent person. Instead, students' abilities in all fields are maximally stimulated. Personality is improved as much as possible. Zhang Yang, as "the best self. Human development is never-ending, and "the complete person" is a person who can study forever, advance continuously and progress, not a perfect person who has been perfect. Of course, pure examination-oriented education has clearly exposed the physical and mental destruction of students. They urgently need a good dose of medicine. As stated in this paper, the core literacy of English disciplines is that students should be able to adapt to the students' lifelong learning in English learning. The qualities and abilities required for development and social development coincide with the self-development and life-long learning in the "integrated people", and it becomes a good medicine to cure students. The development of students' physical and mental aspects is not yet mature. Their healthy development needs the correct guidance of the teachers. Under the background of the cultivation of core literacy, subject teaching carries the students' development nuclear. The cultivation of qualities and abilities required by literacy schools, and English teachers' teaching activities based on the curriculum content selected with the core literacy of the discipline as their goal, will surely promote students to become a carnal learner and a complete person. Not an examination machine, therefore, for the educated, the core qualities of the English discipline can promote students to become a complete person.

3. Cultivating path of core qualities of English disciplines

The real implementation and implementation of the core literacy of English disciplines requires the adoption of scientific cultivation strategies for practice. One is the cultivation of language skills. The language ability is mainly trained and cultivated through the teaching of listening, speaking, reading, writing and other comprehensive practical activities. In English reading teaching, we must not only pay attention to the teaching of language, discourse and pragmatic knowledge, but also pay attention to the cultivation of discourse comprehension and evaluation. In writing teaching, we must not only pay attention to the construction of meaning, but also pay attention to the way of writing. In listening and speaking classes, we should focus on cultivating students' listening and presentation skills. We must also devote ourselves to cultivating their cross-cultural awareness and be able to express themselves appropriately, freely, and fluently in cross-cultural communication. The teaching of English should be based on language knowledge and skills, focusing on the construction and application of the meaning of the language, so that the students' language ability and communicative competence can be developed. The second is the cultivation of cultural character. English subject education should play an important role in students' formation of positive emotional attitudes and correct values. In English teaching, not only should students develop international understanding, form a cross-cultural communicative awareness, and acquire cross-cultural sensitivity, but they must also explain, compare, summarize, and correctly evaluate the traditional cultural and socio-cultural phenomena reflected in discourse and form a cultural identification capability. And cultural identity; pay attention to integrating commonalities of culture, respecting cultural differences, seeking common ground while reserving differences, drawing on the essence of other cultures and creatively transforming them into resources for self-cultural growth; infiltrating positive moral emotions and correctness from explicit or invisible teaching activities. The values that guide students to grow into cultured and socially responsible people. The third is the cultivation of thinking quality. Language can promote the development of individual thinking. Therefore, training in the development and improvement of thinking quality should be integrated both in and out of the English class. Teachers should teach students to look at problems from different perspectives in diverse and open societies; enhance their logical thinking through observation, analysis, and reasoning of texts; guide students to observe and reflect on various phenomena of language and culture; Discriminate and make evaluations to develop critical thinking. In practical activities, we must cultivate students' ability to think independently, take the initiative to find multiple possibilities for solving problems, and focus on developing students' creative thinking. The fourth is the cultivation of learning ability. The learning ability in core literacy is a leap and sublimation based on the learning strategies advocated by the original curriculum standards. In addition to learning methods and strategies, it also includes cognitive and emotional attitudes towards English and English learning. Teachers should guide students to have a comprehensive and correct understanding of English and English learning, so that they have a continuous interest in English learning, a positive attitude and motivation for exploration; they can clearly and plan long- and short-term learning goals and actively participate in language practice activities. Actively broaden the learning channel, be good at self-learning and cooperative learning; teach students to actively control their mood and emotions, learn to self-monitor and adjust learning methods and strategies as needed.

The cultivation of the core literacy of English disciplines also needs to be gradually enriched in different learning sessions. Although these four core qualities have their own unique cultivation paths, they are closely linked with each other and must not be separated and carried out in isolation. They should not be overlooked, but should be developed side by side while focusing on the actual situation.

4. Conclusion

The value of English subject knowledge has new judgment standards. Any knowledge that is conducive to cultivating the core literacy of students will become the content of teacher education

and student science. In the core content-oriented curriculum content, knowledge is not Our ultimate goal, our ultimate goal, is to develop students' intercultural communicative competence, international acumen, foreign language learning strategies, and active learning awareness through the use of English subject knowledge and subject activities. The era of core accomplishment is no longer limited to the mastery of subject knowledge, and it is no longer the hero of fractionalism. Therefore, the core qualities of English disciplines can provide an important basis for the selection and determination of curriculum content.

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