

The Examination and Trend of Teachers' Curriculum Enactment From the Perspective of Core Literacy

—A Coding Analysis Based on Nvivo11.0

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Abstract: Core literacy has become the main theme and weather vane of education and curriculum is the soil for the development of core literacy, and teachers' reasonable creation of curriculum affects not only the effect of curriculum implementation, but also the level of students' development. Based on the interview with 24 primary school teachers and using Nvivo11.0 to code and analyze the materials, it is found that there is a deviation between knowledge and behavior in teachers' curriculum enactment. In order to make curriculum enactment more effective, teachers need to clarify the purpose of curriculum enactment, consciously tap the potential within the curriculum and strengthen the integration between courses, so as to promote the development of students' core literacy.

1. Presentation of questions

In the 1970s, M. Fullan and others put forward two major orientations of curriculum implementation: faithfulness and mutual adjustment.^[1] In the 1990s, on the basis of Fullan's study, Sinde and others summarized the orientation of curriculum implementation as follows: loyalty orientation, adjustment orientation and creation orientation.^[2] As a result, the concept of creative orientation is put forward for the first time. At present, core literacy has become popular all over the world and has become a weather vane of education and teaching reform and students' development. Core accomplishment is the DNA,^[3] which provides direction and guidance for the enactment and implementation of the curriculum.

The research on curriculum enactment has been increasing since the implementation of the new curriculum reform. The researchers have explored the connotation, value, mode of expression^[4], essence, conditions^[5] and development state^[6] of teachers' curriculum enactment. The research perspective is diverse, and the research methods are empirical studies of individual cases, but most of them are speculative research. Based on the existing results, this study strives to further expand the research object, adopt a bottom-up approachable way to go deep into the teacher group, from what it should be to the reality, and reveal teachers' true understanding and concrete behavior of curriculum enactment in teaching practice.

2. Research design and methods

2.1 Subject of the study

In this study, 24 primary school teachers are selected as the research object, the specific situation is as follows:

Table 1 Statistics of 24 primary school teachers

Areas Conditio n	Years of teaching				Academic title				Discipline				Tot al
	1- 10	11- 20	21- 30	31- 35	High level	Level 1	Level 2	Level 3	Chi nes e	M ath	E n gl is h	Ot he rs	
Urban area	2	3	4	1	1	2	4	3	3	3	2	2	10
Suburban area	2	3	2	1	0	1	4	3	2	2	2	2	8
Towns and villages	1	2	2	1	0	0	4	2	2	2	1	1	6
Total	5	8	8	3	1	3	12	8	7	7	5	5	24

2.2 Research tools and methods

In this study, semi-structured interviews were used and Nvivo11.0 was used to analyze the materials. The first part of the interview outline mainly involves the basic information of teachers; the second part mainly includes teachers' understanding and understanding of curriculum enactment, specific operational behavior and evaluation in the process of practice.

2.3 Data collection

(1) Interviews. The interview time of each teacher is not less than 30 minutes, the total interview time is about 1230 minutes. In the course of the interview, the members of the research team used recording pen, pen and paper to record the whole process.

(2) Classroom observation. The members of the research team went into the classroom to make an in-depth observation of the teachers' curriculum enactment behavior, and recorded the teachers' specific behavior with the help of the camera on the premise of the teachers' consent.

(3) Transcription. On the one hand, the members of the research team organized the interview materials into a text version, on the other hand, they described the teachers' behavior in the classroom records, and recorded the teachers' creative language, creative content and so on in written form. The result is 37 documents.

2.4 Data analysis

(1) Open coding is carried out to establish free nodes. Three members of the research team create a free node for the content of teachers' curriculum creative ideas and behavior. when a new content appears, a free node is created, and repeated ones are added to the existing free node.

(2) The axis is encoded and the tree node is established. Three team members review, discuss and analyze the free nodes, eliminate the duplicate nodes that are not consistent with the theme, integrate the nodes with similar meaning again, and finally determine the coding and establish the tree node.

(3) Select the code and establish a conceptual framework. The members of the research team repeatedly analyzed and classified the tree nodes, extracted the important concepts, re-integrated and summarized the important concepts, and finally summed up six core genera, and established the conceptual framework of this study, as follows:

Table 2 Node hierarchy and reference points

Core category (reference)	TreeList (reference points)
Understanding of connotation 59	Adjust teaching plan 20 Change teaching route 15 Revise the plan 18 Focus on teaching enactment 6
Attitude of enactment 62	Strive for smooth 32 Willingly try 21 Boldly try 9
Aims of enactment 93	Complete teaching task 31 Master knowledge 40 Curriculum reform requirements 10 Students' development 12
Contents of enactment 86	Expansion textbook 16 Supplementary exercises 30 Extra-curricular assignments 25 School-based courses 15
Course implementation 88	Reference Ref 20 Closely follow textbook 33 Focus on learning situation 15 Based on teaching design 20
Teacher's role 79	Executors 12 Implementers 32 How to teach 30 Designers 5

3 A realistic examination of the creation of teachers' curriculum

3.1 Cognitive diversity but inaccuracy

Teachers have their own understanding of curriculum enactment, but most of them understand curriculum enactment as "adjusting teaching plan", "changing teaching route", "correction plan" and so on. Creation puts more emphasis on teachers' creativity and constructiveness, and pays more attention to the positive interaction between teachers and curriculum. In the perspective of creation orientation, teachers and curriculum have reached the integration of vision, in the understanding and understanding of teachers, the curriculum is gradually moving towards dynamic, diversified and hierarchical. The cognitive deviation of curriculum enactment has a direct impact on teachers' understanding of the role of curriculum. In the concept of teachers, they have not really regarded themselves as the main body of curriculum design and participation, and teachers are thinking more about "how to teach" or "how to teach better." However, they seldom pay attention to and reflect on the issues such as "why to teach these contents" and "what is the significance of these contents to the development of students".

3.2 The purpose of creation is to focus on the teaching level, not on the development of students

One of the purposes of advocating curriculum enactment is that teachers can creatively interpret the curriculum consciously so as to promote the better development of students' literacy. Through the analysis of the data, it can be found that teachers' curriculum enactment focuses on the controllability and convenience of teaching on the one hand; on the other hand, it is to strengthen students' mastery of knowledge, rather than the development of core literacy. In the teaching observation, the researchers found that teachers around the Mathematical Olympiad, Austrian language, various types of examination questions to varying degrees to expand the curriculum content and difficulty. In the interview, the teachers mentioned more: it is helpful for students to be familiar with various types of questions; it can help students consolidate knowledge and improve problem-solving skills, but rarely mention the concepts of students' interest, curiosity, core literacy and so on.

3.3 The scope of creation is narrowed and the criticism is not strong

Teachers' curriculum enactment is embodied in the whole process of curriculum operation, including curriculum decision-making, curriculum development, curriculum implementation, curriculum evaluation and curriculum research.^[7] At this level, curriculum enactment not only requires teachers to reflect and criticize the curriculum content, but also needs teachers to actively develop and reconstruct in order to broaden the scope of teaching. However, teachers often lack personalized understanding in the process of implementation, and the teaching of the same subject in the same grade is very similar, even in two schools with different levels. On the other hand, teachers lack of adjustment and integration of curriculum content. In the implementation of the curriculum, the scope of teachers' creation is limited by teaching materials and classrooms. teachers are more likely to faithfully implement the established order and content of teaching materials, but rarely break through teaching materials to develop rich educational resources in life based on students' existing experience. To provide students with diversified and multi-dimensional curriculum content; It is also rare to break the teaching material system and excavate and develop the content in order to supplement and perfect the national unified curriculum.

4 The trend of teachers' curriculum enactment

Teachers' active and conscious curriculum enactment is the realistic demand of students' core literacy development. in the process of educational practice, curriculum enactment needs teachers to clarify its connotation and grasp its characteristics. It also requires teachers to change their blind and unreasonable creative behavior and focus on the development of students' core literacy so as to make creative students more active and effective.

4.1 To clarify the purpose of creation

"Why to carry on the curriculum enactment?", the understanding of this problem affects the behavior of teachers. The ultimate goal of curriculum enactment is for the better development of students, but the development of students has different levels, such as paying attention to knowledge memory and problem-solving skills to improve the level of examination. There are high-level development that pays attention to process and method, emotion, interest, attitude, quality, thinking, rationality, innovation ability and so on. If teachers' understanding stays at the level of examination-oriented or low-level ability, it will hinder the development of students. Therefore, teachers' curriculum implementation behavior is restricted by teachers' view of the purpose of creation.

Throughout the students' development goals, they have experienced different stages, such as double base-three-dimensional goal-core literacy, and the latter stage is the affirmation and transcendence of the previous stage. At present, the core literacy has gradually taken root in the hearts of the people and has become the guiding ideology for the formulation of curriculum standards and the compilation of teaching materials. Based on this, in the process of curriculum enactment, we should also adhere to the concept of core literacy, with the necessary character and key ability of students' self-realization and adaptation to social life as the core. The purpose of this paper is to create teaching objectives, teaching contents, teaching methods, evaluation methods and school-based courses in order to get out of the shackles of examination-oriented education and promote the high-level development of students' literacy.

4.2 Tapping potential in the course

The development of core literacy needs curriculum as the carrier, which can be implemented in curriculum implementation, but there is no positive correlation between curriculum implementation and the development of core literature. realizing the maximum development of core literacy is the ideal state and should-be pursuit of teaching. This is inseparable from teachers' interpretation and creation of curriculum potential. Each course has the unique value of promoting the development of core literacy, such as Chinese can improve students' reading, writing and other literacy, cultivate students' aesthetic taste and moral quality; Mathematics can cultivate students' abilities of abstraction and logical reasoning, and develop students' spirit of criticism and inquiry, but the curriculum potential is implicit and often implied after the explicit content. Teachers need to "form new curriculum views according to their own educational imagination and design ability,"^[8] and make an in-depth analysis of the value of the curriculum.

In the aspect of curriculum content, on the one hand, teachers need to reveal the deep connotation of the content from the multiple dimensions of ability and character; on the other hand, teachers also need to adjust and reorganize the curriculum content critically. The development of students is different and individual. in the face of unified curriculum content, teachers need to constantly reflect on the advantages and disadvantages of the existing content to the development of students' core literacy. According to the actual level of development of students, life experience timely expansion, supplement, deletion, adaptation, reconstruction of the relevant content, so that it is better close to the development needs of students.

4.3 Enhanced integration between courses

Core literacy is comprehensive, which is a synthesis of knowledge, ability, attitude, quality and so on. At the same time, core literacy is not directly taught by teachers, but cultivated and developed with the help of problem-solving practice in specific problem situations.^[9] The practice of problem solving in the school environment often needs the support of multi-curriculum knowledge and ability, which requires teachers to integrate different courses and promote the integration and systematization of courses around the core literacy. There are both differences and connections

between different courses. On the premise of respecting the unique attributes of the curriculum, teachers need to find the intersection between different sub-courses, with the theme as the core. The optimization and integration of courses are carried out in the form of center-assistant, juxtaposition-complementarity and integration-interaction. Let the theme become the core factor of the cohesion among the courses, and let each discipline play a unique educational value around the theme.

The development of students' core literacy has become the main theme of education, and how to develop is the focus of research. Teachers have a reasonable concept and behavior of curriculum enactment in the process of education and teaching, which not only helps to optimize and improve the content and structure of the curriculum, but also helps to focus on the reality of students and meet the practical needs of students. It is of great benefit to the development of core literacy.

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