

Mining the Educational Value of the Covid-19 under the Digital Empowerment to Cultivate the Core Literacy of the English Subject

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Abstract

At the beginning of 2020, the global outbreak of Covid-19. As a global public health emergency, the teaching order of various academic stages in China has been severely damaged. But on the other hand, this sudden event has its own unique value of developing students' core literacy. In China, the core literacy of English subjects includes language ability, cultural awareness, thinking character and learning ability. This article mainly discusses how to deeply explore the educational value contained in the new crown pneumonia epidemic in the teaching of English subjects, so as to achieve the purpose of cultivating the core literacy of English subjects and implementing the national education policy of "cultivating morality and cultivating student". This paper provides a useful reference for determining the substantive connotation of the core literacy of English subjects, developing teachers' awareness of epidemic education resources, and improving the teaching effect of English subjects.

Keywords

Covid-19; Educational Value; Core Literacy of English Subject.

1. Introduction

In 2014, the Ministry of Education in China issued the "Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Tasks of Cultivating morality and cultivating student" (Hereinafter referred to as the "Opinions"), which pointed out that the State Council's requirements on "cultivating people with morality" should be implemented at all academic stages and it puts requirements on students to develop a core literacy system, and clarify the necessary characters and key abilities that students should have to meet the needs of lifelong development and social development" [1]. Throughout the domestic research on the core literacy of English subjects, although some achievements have been made [2], the elements of core literacy in English subjects and teaching practice are still not enough. The discussion is still insufficient [3]. With the increasing status of China in the international community, its requirements for foreign language talents must also continue to increase. English, as a recognized international language in the world, is the passport for China to become international. The high-quality and capable English-speaking talents are bound to be the spokespersons of China's image in the international community. The cultivation of such talents is closely related to the English teaching of each grade, so how to highlight the core literacy in the process of English teaching has important research significance.

Since the beginning of 2020, the sudden outbreak of COVID-19 has seriously disrupted the normal teaching order in China, but in terms of educational resources, this public health emergency has rich development value of core English literacy and operational teaching resources. How to take advantage of this opportunity, dig deeply and make use of its positive value, and strive to cultivate students' core English literacy, has become a practical problem faced by the majority of English educators.

2. Core Literacy of English Subjects

Disciplinary core competencies are “built on the basis of specific knowledge and skills in a specific field (or discipline), and are the domain expertise demonstrated by individuals in coping with or solving specific problems or tasks [4].” “Only by combining upper-level core competencies with Only when the core literacy of the discipline is combined and really runs through the entire teaching process can the core literacy be implemented, approach the student's literacy structure, and become the student's literacy[5]. The attributes and characteristics of the discipline itself are related, and it is the unique value embodiment of the literacy of each discipline.

As far as the English subject is concerned, the core literacy of the subject refers to the students' gradual formation of English-related values, noble personality and necessary abilities in the process of English learning. The "General High School English Curriculum Standards" (2017 version revised in 2020) (hereinafter referred to as "Curriculum Standards") issued by the Ministry of Education in May 2020 summarizes the core literacy of English subjects as "language ability", "cultural awareness", "thinking quality" and "Learning Ability" [6]. Among them, language ability and thinking quality correspond to "cultural foundation", learning ability corresponds to "independent development", and cultural awareness has the dual attributes of "cultural foundation" and "social participation".

Language ability is the most important core literacy of English subjects. Language competence here refers not only to listening, speaking, reading, and writing skills in the traditional sense, but also language communicative competence, that is, the ability to use language variants appropriately and appropriately to communicate in different contexts, as well as vocabulary, grammar, Discourse, pragmatics, functional ideas and other language knowledge. The improvement of language ability also contains the improvement of the other three core literacy components.

Cultural awareness refers to the ability to communicate across cultures, including cultural emotions and cultural values. In the process of English learning, students build cross-cultural awareness by contacting a large number of cultural phenomena in English-speaking countries; at the same time, by comparing and summarizing various cultural phenomena, they form their own cultural positions, strengthen their cultural self-confidence, and establish a sense of community with a shared future for mankind.

Language and thinking are inseparable. Thinking quality refers to learning English, understanding and mastering English thinking patterns, learning to think about problems from different cognitive perspectives and methods, and generalizing information, so as to deepen the understanding and understanding of the objective world.

The learning ability as the core literacy of the English subject not only refers to the English learning methods and strategies, but also includes the understanding of the English language itself and English learning, such as good learning motivation and study habits, etc., and at the same time enhance the ability to use English to learn other subject knowledge.

Among these four elements, language ability is the foundation, cultural awareness is the value orientation, thinking quality reflects the mental level, and learning ability is the development condition of independent learning and sustainable learning. The educational value of English subjects.

3. The Feasibility of Mining the Educational Value of COVID-19

The COVID-19 is one of the major social events in human history. Throughout history, major social events, as the main historical nodes of human society, have become an important carrier for the development of students' core literacy because of their wide scope and deep influence.

The educational value of the COVID-19 epidemic in cultivating the core literacy of English subjects is mainly reflected in the following three aspects:

3.1. Provide a Real Educational Background for the Current English Classroom

Compared with the cold and blunt book knowledge, students in the context of the COVID-19 epidemic have a deeper intuitive feeling of this major event.

From the individual level of students, unprecedented living and learning methods such as home isolation and online learning allow every student to face the impact of the epidemic. From the family level, more incidents with family members will also affect the relationship with family members. From a social perspective, the daily changing number of confirmed diagnoses and changes in travel methods such as health codes and itinerary codes have made everyone deeply affected by the epidemic. From a national perspective, batches of heroes have emerged in the process of epidemic prevention and control, making China's epidemic prevention a global model. As a major social event that is taking place, the epidemic has been impacting students' cognitive construction and reshaping the world of students' experience.

As a direct witness of the new crown epidemic, every student's knowledge of the epidemic is his direct experience. In the process of English teaching, teachers choose materials related to the new crown epidemic, which can more attract students' attention, improve students' interest in learning, and stimulate students' learning motivation. Therefore, teachers must extensively collect such materials in daily lesson preparation, and deeply excavate the educational significance contained in them and how to apply them in teaching practice and play a role in improving students' core literacy.

3.2. Contains Rich Literacy Development Curriculum Resources

The English course content develops the foundation of students' core competencies in the English subject, which consists of six elements: subject context, discourse type, language knowledge, cultural knowledge, language skills, and learning strategies. English learning is the concept of English learning activities that integrates the six elements and points them to the development of the core literacy of the subject.

English teachers choose materials related to the COVID-19 epidemic in the teaching process, and integrate the six elements of English courses into the teaching design, which can effectively promote the formation and development of the core literacy of the English subject. Under the epidemic, people began to rethink and sort out the relationship between man and nature, society, and human beings themselves. This kind of thinking involves not only the humanities, but also the social sciences, which provide topics and contexts for English-language education. In addition, the massive multi-modal information on the epidemic provides a variety of spoken and written discourse types and stylistic forms, providing rich stylistic materials for English language learning. Based on certain epidemic materials, students learn different types of discourse around a specific theme context. Through language skills and certain learning strategies, students can master the language knowledge and cultural knowledge contained in the discourse, and on this basis Express personal opinions and form a positive outlook on life and values. Secondly, compared with pure language learning, content-driven foreign language teaching methods are more in line with learners' cognitive laws and can stimulate learners' interest in learning. Therefore, the material resources based on the epidemic provide an operable teaching practice link, and should become one of the sources of English subject teaching content.

3.3. Responding to the Demands of the Times for English Talents

Many countries and organizations around the world have successively built core literacy frameworks, which are "essentially a movement to upgrade the quality of education and a concentrated reflection of international education competition [7]." As far as foreign language

is concerned, "foreign language ability has become a strategic resource for a country to participate in global affairs[8]." In this context, "the core literacy cannot be viewed only from the perspective of education, but the core literacy must be seen The profound social connotation and social value of the society", we should put the core literacy into the context of the times and think through it [9]. In the context of the new crown, in the face of Western doubts about China, China needs a large number of high-level international talents with high language ability and advanced thinking, to publicize China's anti-epidemic facts to the outside world, and to refute unwarranted facts. questioned and criticized. In the context of the epidemic, the ultimate goal of English teaching must naturally meet the needs of the country, serve the national strategy, and serve the cultivation of international talent reserves. In terms of curriculum setting, curriculum design, evaluation methods, etc. [8]Students' core literacy of English subjects can improve students' ability to tell Chinese stories to the world.

4. Summary

Talent training in the 21st century has entered the era of core literacy. Some scholars even suggested that classroom practice should be guided by core literacy rather than knowledge, and the criteria and basis for selecting course content should be shifted from the meaning of knowledge in the subject system to the meaning of knowledge in the core literacy cultivation system, so as to solve knowledge once and for all. choice conflict. Therefore, English educators must strengthen their understanding of the value of epidemic education, dig deep into the core literacy elements of the English subject from this public health emergency, and polish the curriculum design. Starting from the physical and mental characteristics and life situations of students, not only "Teaching materials", but also "teaching with textbooks", concretely implements the cultivation of core literacy into daily teaching, affects students' thinking and behavior through teaching activities, and then stabilizes internalization into literacy. "Teachers are an important factor affecting the implementation of core competencies". In teaching practice, teachers' awareness of literacy often determines what type of knowledge and ability to choose to teach, and also determines whether the cultivation of core literacy can be implemented. If the teacher chooses the teaching content improperly, cannot be flexible, and preprocesses the teaching content according to the local conditions, the core literacy elements contained in the content cannot be reflected, and the training goal of the core literacy cannot be achieved. Based on this, the teaching management department can play the organizational role of the teaching management mechanism, and can use centralized training, special research and other methods to cultivate teachers' ability to explore the value of epidemic literacy development, and strengthen conditions in terms of funding, personnel, and information technology. At the same time, it summarizes and promotes typical experience and outstanding achievements, encourages teachers to actively participate in relevant curriculum reform research, recognizes relevant scientific research achievements and includes them in the scope of teacher assessment, and provides a good incentive mechanism, "to ensure that teachers can become the key players in the formation and development of students' core literacy. A powerful guide, consultant and collaborator."

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