

Analysis of the Development of Core Literacy in English Based on the English Curriculum Standards for Compulsory Education (2022 Edition)

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Abstract

The release of the English Curriculum Standards for Compulsory Education (2022 Edition) further emphasises the status of core literacy, providing guidance as well as clarification on the development of core literacy in English in terms of the curriculum system and curriculum implementation. This paper focuses on the connotation of core literacy in English and gives suggestions for developing students' core literacy in English.

Keywords

English curriculum; English teaching and learning; Core literacy.

1. Introduction

Today's world is in a situation of great change that has not been seen in a hundred years, and basic education is undergoing a new round of reform in accordance with the times, and the launch of the English Curriculum Standards for Compulsory Education (2022 Edition) is one of the major initiatives to deepen the reform of the English curriculum for basic education. The English Curriculum Standards for General High School (2017 Edition) clearly states that the core qualities of a discipline are the concentrated expression of the nurturing value of the discipline, which are the correct values, necessary character and key abilities that students gradually develop through the study of the discipline, including language proficiency, cultural awareness, quality of thinking and learning ability. It mainly includes four aspects: language ability, cultural awareness, thinking quality and learning ability [1]. As the focus and kernel of talent cultivation, the cultivation concept and teaching practice of core literacy in the English subject curriculum have received the attention of education scholars at home and abroad, and have become a major research hotspot in the education of English subject. Continuing the concept of the English Curriculum Standards for General High School, the New Curriculum for Compulsory Education explains and elaborates the current concepts and suggestions on the cultivation of core literacy in the basic education of the English subject, and provides effective guidance on the cultivation and practice of core literacy in terms of the curriculum system (nature of the curriculum, curriculum concepts, curricular objectives, curricular content, and quality of academic work) and the implementation of the curriculum, with the aim of cultivating the students' correct values, necessary character and key abilities. The aim is to cultivate students' correct values, necessary character and key abilities. As one of the major courses in basic education, English subject curriculum is crucial to the cultivation of core literacy, and in this context, research on the cultivation and practice of English core literacy has become a necessary part. This paper takes the release of the New Curriculum as the background, and analyses the cultivation and practice of core literacy, in order to provide practical and feasible reference suggestions for the new round of basic education reform and the implementation of core literacy.

2. The Release of the New Curriculum for Elementary Education and Major Changes

2.1. Background of the New Curriculum

Facing the future and the development and changes of the new era, and according to the current situation of basic education reform, the English Curriculum Standard for Compulsory Education (2022 Edition) takes Xi Jinping's Thought on Socialism with Chinese Characteristics in the New Era as its guide, comprehensively carries out the Party's education policy, thoroughly ponders on the necessary qualities and abilities of the current talents, and gives comprehensive guidance, with the purpose of cultivating socialist builders and successors, focusing on the core qualities, cultivating students' lifelong learning abilities, and providing practical suggestions on the implementation of the core qualities. It aims to cultivate socialist builders and successors, focuses on core qualities, cultivates students' lifelong learning ability, and generates positive guidance and influence for students' long-term development. The reform of the New Curriculum for Compulsory Education continues the concept of the English Curriculum Standards for General High School, which is centred on the concept of core literacy, focuses on the development of students' essential character, emphasises concepts, thematic contents and basic knowledge, stresses interdisciplinary knowledge and integration of disciplines, and stresses the integration of teaching and assessment and the articulation of academic periods through teaching-learning-evaluation based on the Academic Quality Standards, reflecting instrumental and humanistic values. It embodies the combination of instrumentality and humanity, and aims to cultivate successors of the times with correct outlooks, comprehensive abilities and qualities, and cultural awareness, which is of great significance in meeting the challenges of the new era and cultivating the new man of the times.

2.2. Reform of Curriculum Concepts

Most of the chapters in the New Curriculum Standards for Compulsory Education are based on the curriculum concept, its concretisation or implementation of the practical strategies of the curriculum concept. [2] The main points are summarized as follows: 1. The New Curriculum Standards for Compulsory Education refines the Party's education policy into the core qualities that should be cultivated in the English language curriculum, and under the leadership of the core qualities, reforms the curriculum system and implementation of the curriculum, so that each layer of the link for the development of the students' core qualities. 2. The establishment of the curriculum grading system based on the laws of students' physical and mental development and the characteristics of the subject, reflecting its progressive nature. 3. Logic, continuity and wholeness of the curriculum content, attention to the design of the big idea teaching, and emphasis on interdisciplinary thematic learning activities. The three major themes of people and self, people and society, and people and nature are taken as the categories, and students' language proficiency, cultural awareness, thinking quality and learning ability are enhanced through connected knowledge. 4. In terms of teaching and implementation, the New Curriculum Standards for Compulsory Education emphasises experience and practice, encourages students to migrate and innovate their knowledge and experience, and guides the teaching practice with the view of English learning activities, which provides an effective way for the cultivation of core literacy to come into being. It emphasises the combination of learning and thinking. 5. Changing the result-oriented teaching evaluation mode, establishing a diversified evaluation system throughout the whole process, and promoting learning and teaching by evaluation. 6. Giving full play to the application of modern information technology to support the teaching of the English curriculum, and carrying out on-line and off-line fusion teaching to provide students with personalised and compulsory education.

2.3. Reform of Curriculum Content

The New Curriculum Standards for Compulsory Education points out that the content of the English curriculum consists of the elements of themes, parts of speech, language knowledge, cultural knowledge, language skills and learning strategies. [2] It optimises the division of elements, makes a clear distinction between curriculum objectives and curriculum content, highlights the leading role of thematic significance, and the elements interact and influence each other, together building a platform for students' in-depth learning. Around these elements, interlinked with each other, in the form of graded presentation, set level plus, so that students can develop their core literacy, essential character, correct values, etc. through learning and understanding, application and practice, transfer and innovation and other activities. The theme is based on Marx's philosophical concepts to plan the curriculum content into three major categories: man and self, man and society, and man and nature, and through the presentation of sub-talks in a logical and related manner, it provides students with a big idea of teaching and learning, integrating linguistic knowledge, cultural knowledge, language skills, and learning strategies as an organic whole, presenting thematic meanings, and improving students' abilities and literacy. The content of the curriculum moves from fragmentation to integration, from knowledge-based to literacy-based, and to the unity of instrumentality and humanity.

2.4. Reform of Teaching Methods

The New Curriculum advocates the unity of instrumentality and humanity in the English curriculum, and the concept of holistic and developmental parenting, so that the following main suggestions are compiled from the practical aspects of the curriculum: 1. Teachers should fully respect the laws of students' physical and mental development, and take the establishment of morality as the general goal of parenting. 2. Enhance the holistic nature of the unit teaching and try to avoid the fragmentation and fragmentation of the knowledge, and provide students with structured and logically related curriculum content. 3. The teaching design is based on the logical starting point of the discourse, and students are led to study the discourse in depth to explore the central idea of the discourse in addition to its meaning, structure, themes and linguistic features, and to link it with the main theme of the unit. 4. Teachers should take the initiative to create learning contexts and activities, and provide students with appropriate learning contexts and learning activities related to the meaning of the themes. 5. Teachers can provide students with a variety of learning activities that are conducive to exploratory learning. 6. Students are encouraged to engage in inquiry learning, cooperative learning and independent learning, so as to internalise and transfer knowledge. 7. Respect students' physical and mental development, and guide them to mobilise their metacognitive and cognitive abilities to explore the curriculum effectively according to their cognitive level. 8. Teaching and learning evaluation mechanisms should focus on promoting students' understanding under the concept of integrated parenting and learning. 9. The teaching evaluation mechanism should focus on promoting the development of students and teachers under the concept of "teaching-learning-evaluation". 10. Pay attention to the integration of information technology and teaching design, and provide reasonable support for teaching concepts and design through modern technology, so as to create learning situations for students and promote the development of blended teaching.

3. The Connotation and Practical Approach of Core Literacy in English Subjects

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The concept of core literacy is put forward by our country in line with the trend of world education reform and development, from the height of the national strategy, the development direction established for the new century education reform. [3] Core literacy in English subject is the embodiment of core literacy in the English curriculum, and the New Curriculum Standards for Compulsory Education summarises the core literacy in English subject as language ability, cultural awareness, thinking quality and learning ability. Language ability is the "core" concept of core literacy, which includes not only language skills such as listening, speaking, reading and writing, but also the ability to understand and apply language knowledge, as well as linguistic awareness and sense of communicative identity. [3] Cultural awareness focuses on the cultivation of students' cultural understanding, cultural appreciation, cultural tolerance and cultural discrimination. Thinking quality focuses on the cultivation of students' thinking logic of understanding, analysing, comparing, inferring, critiquing, evaluating, creating and other ways of discovering, analysing and solving problems. Learning ability is the development of students' ability to mobilise their cognitive ability and metacognitive ability, adopt appropriate learning methods and strategies to improve learning efficiency and enhance learning effectiveness, and learn to make rational use of the resources around them to help their own learning and development, and to facilitate lifelong learning. As the top-level design of national education curriculum reform, core literacy needs to highlight its holistic, comprehensive, systematic and coherent nature. English core literacy has disciplinary, stage and human characteristics,[4] therefore, the English core literacy in addition to reflecting the characteristics of the English discipline, based on the characteristics of the English discipline and the nature of the construction of the core literacy system, but also pay attention to the physical and mental development of the students and cognitive level of the stage, the differences between the students. Although the English core literacy is based on the discipline, it is essentially aimed at educating people, aiming to cultivate the successors of the new era who are both morally and physically gifted and have all-round development. Therefore, in order to effectively promote the development of the comprehensive quality of the individual, attention should be paid to the students' subjective and active response to the relevant things and situations in the process of learning English activities, emphasising the interconnection between the individual and the situation, which can accurately cultivate the direction of the students' human nature, and also help the students to scientifically and reasonably prepare the curriculum system suitable for the comprehensive development of the individual, and to ensure that the students are able to develop their own individuality and personality. [4]

3.2. Embodiment of English Core Literacy in the New Curriculum Standards

The New Curriculum Standards for Compulsory Education focuses on core literacy, and provides an effective path for the development of contemporary teachers and students, starting from the curriculum system (including the nature of the curriculum, curriculum concepts, curriculum objectives, curriculum content and assessment of academic quality) and the implementation of the curriculum (including teaching suggestions, teaching and research and teachers' training, and the excavation and utilisation of curricular resources, etc.). The nature of the curriculum stipulates that the compulsory education English programme should cultivate students' feelings for the country and establish a correct outlook on the three aspects, reflecting its humanistic and instrumental characteristics. It is clearly stated in the concept of the curriculum that the English curriculum for compulsory education should give play to the

overarching role of the core qualities and set the objectives of the curriculum around them, so as to promote the cultivation and development of the core qualities of the students. The cultivation process should be carried out throughout the compulsory education curriculum, with each element of the curriculum interacting and cooperating with each other, and students' ability to learn and understand, apply and practise, transfer and innovate should be cultivated through the teaching of the unit as a whole and the exploration of the meaning of the theme. In the teaching suggestions section, it is clearly stated that the connotation of core literacy should be accurately understood, and the fundamental task of English teaching should cultivate moral integrity. At the same time, teachers should keep up with the development of the times, update their own knowledge system and teaching concepts, pay attention to the cultivation of students' core literacy, fully explore and make use of all kinds of resources around them, and make full use of information technology to provide platforms and activity situations for students' development. Generally speaking, the New Curriculum Standards for Compulsory Education analyses and elaborates the curriculum system from the macro to the micro level from different perspectives, and gives very instructive explanations and suggestions for the implementation of the curriculum from the perspectives of teachers, teaching, teaching materials, teaching and research, etc., which provides the corresponding basic background for the implementation of the core literacy of English.

3.3. Discussion on the Practical Approach of Core Literacy in English Subjects

Previous research on the connotation and substance of core literacy has been quite rich, while its practical approaches and methods deserve further exploration. Many researchers are focusing on the mature experiences of other countries and regions, and exploring ways and measures to develop core literacy that are worthy of reference. The three measures that have attracted the most attention are the design of a curriculum system based on core literacy, the design of an evaluation system and the innovation of teaching methods. [3] Combined with the above discussion on the essence, connotation and characteristics of core literacy, it can be seen that the implementation of core literacy in the English discipline should be based on the essential characteristics of English and the nurturing concept of core literacy in consideration of the lifelong development of students, and can be explored from the three perspectives of the curriculum system, the evaluation system, and the teaching practice. In terms of curriculum design, core literacy is an interpretation of educational goals, and the combination with the curriculum system is an international trend.[6] In China, the cultivation of students' core literacy is mainly realised through the education and teaching of various disciplines in the basic education stage. The curriculum of all disciplines are to serve the development of students' core literacy, and all of them are to combine the contents of the disciplines to help students form the key abilities and necessary character. [3] In terms of the evaluation system, the promotion of the development of English core literacy requires the development of standard intervals for different stages of due levels from the perspective of academic quality evaluation, as well as the basis for observation, measurement and feedback in the teaching process. In terms of teaching practice, the development of students' English core literacy should be based on the dynamic integration of the knowledge view of teaching curriculum knowledge, based on the view of learning activities to cultivate students' skills, based on the interdisciplinary and disciplinary integration orientation to develop students' comprehensive ability and thinking, based on practice and experience to enable students to enhance their cultural awareness and promote cultural exchanges, and to shift from a knowledge-oriented to a literacy-oriented approach.

4. Analysis of the Cultivation of Core Literacy in English

Under the guidance of the New Curriculum Standards for Compulsory Education, the following suggestions are given at three levels: curriculum system, evaluation system and teaching practice

4.1. Curriculum system

The curriculum should take subject core literacy as the basis and starting point, shift from a knowledge-oriented to a literacy-oriented approach, further clarify the specific nurturing goals of each academic level, balance subject curriculum design with interdisciplinary curriculum design, emphasise the centrality of the students, stress the students' learning experience, and form their own correct values and learn to learn in the process of learning knowledge and skills. A curriculum oriented to the cultivation of core literacy should cover nurturing, holistic, basic and progressive on the basis of understanding and grasping the new standards, shifting from an emphasis on knowledge to an emphasis on literacy, and grasping the unity of instrumentality and humanity. Curriculum objectives should be set around the enhancement of students' literacy, shifting from fragmented knowledge, skills and emotions to integrated understanding, analysis, application, evaluation and creation. The content of the curriculum at the compulsory stage should be basic, diversified, hierarchical and comprehensive, with sub-themes as the starting point under the major theme, providing students with content to rely on for all kinds of learning activities.

4.2. Evaluation system

Evaluation should be diversified and multi-subjective, combining quantitative and qualitative evaluation, combining process and summative evaluation, combining teacher and student evaluation, and changing from a single, teacher-based evaluation mode to a diversified, multi-subjective evaluation mode, in which teachers' evaluation, self-evaluation, and students' mutual evaluation can be involved at different stages of the teaching process, so that teaching promotes evaluation and evaluation promotes teaching.

4.3. Teaching practice

In teaching practice, we should pay attention to "student-centred" teaching, teacher-student interaction, teaching and learning, from focusing on subjects to focusing on people. In the post-methodological era, we should also pay attention to the flexible application of teaching methods and give full play to their different functions.

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