

The Teaching Design of Primary School Chinese Practice Writing with the Text Pointing to the Core Literacy of Chinese: Taking 'Lotus' as an Example

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Abstract: The Chinese Curriculum Standards for Compulsory Education (2022 Edition) points out that the Chinese curriculum should be taught based on the core literacy of Chinese. As a teaching practice of combining reading and writing, it provides powerful conditions for the implementation of the core literacy of Chinese. With "lotus" for research class, pointing to the Chinese core literacy with writing teaching design in the target to pay attention to the cultivation of advanced thinking, content integration pay attention to the creation of pragmatic situation, the teaching process emphasizes task driven, and can't ignore evaluation reflection teaching effect, let the students strengthen language use, experience thinking, get aesthetic edification, feeling culture charm, improve the Chinese core accomplishment.

1. Introduction

The core literacy of Chinese is the key description emphasized by the Chinese Curriculum Standard of Compulsory Education in 2022 Edition, and it is also an important direction for the implementation of the Chinese curriculum. In terms of its essence, the core quality of language literacy needs to be learned to use language in real problem situations based on the use of language, and in this process, to promote the achievement of students' thinking and aesthetic creation abilities, so as to subtly enhance the sense of belonging and self-confidence of Chinese culture. [1] Therefore, the core literacy of Chinese, which integrates comprehensive abilities, has gradually become an essential quality for students to develop.

As a teaching method of combining reading and writing, writing practice with writing takes text as the starting point and writing training as the starting point, which effectively constructs a bridge between Chinese text and writing training. The seemingly simple writing practice training actually contains the effective connection, transfer and application of the Chinese knowledge system, but also the deep intervention of thinking. [2] At present, there are many difficulties in the practice of practicing writing with the style of writing, which results in the loss of its educational value: on the one hand, the way of practicing writing is closed and mechanical, which is confined to Chinese

textbooks and deviates from the meaning connection of knowledge system; On the other hand, the guidance of writing practice is superficial, which fails to expand students' thinking based on their existing cognition, neglects the cultivation of learners' high-level thinking ability to flexibly use knowledge, and misses the opportunity for students to enhance cultural confidence and aesthetic creation in writing practice. Based on the current situation of the teaching of practicing writing with the text, the rooting of the core literacy of Chinese provides a feasible way to solve the teaching dilemma of practicing writing with the text. The following takes the ministry edition of the second volume of the third grade "Lotus" as an example, from the teaching design as the starting point, elaborated the specific content of the teaching design pointing to the core quality of Chinese.

2. Goal Direction: Based on the Advanced Thinking, Promoting the Development of Core Literacy

The 2022 Edition of the Chinese Curriculum Standards for Compulsory Education focuses on the core literacy of Chinese for the overall design of the curriculum objectives, going beyond the traditional three-dimensional goals. Specifically, the goal of Chinese curriculum needs to promote the comprehensive development of language use, thinking ability, cultural confidence and aesthetic creation, and arise from the active Chinese practice activities, and to promote the achievement of Chinese core literacy in a large number of language use situations. [3] This means that teaching should not only focus on the acquisition of students' knowledge and skills, but also promote the improvement of students' essential character and key abilities. In order to break through the mechanical understanding and blind memory in the knowledge standard, it is necessary for students to be able to mobilize the existing knowledge and experience to actively participate, question, criticize, analyze and synthesize, and promote the cultivation of high-level thinking. Only in this way can the core quality of Chinese be nourished and grown. [4] Based on this, the goal of Chinese curriculum should not only pay attention to the cultivation of students' high-level thinking ability, but also pay attention to the comprehensive development of language use, cultural confidence, aesthetic creation and other qualities.

Practicing writing with the text just provides a real pragmatic situation, which pays attention to promoting the sensitivity of language thinking while students absorb the content of the text, and takes practicing writing as an intermediary to improve the ability of language use, feel the language charm of Chinese culture, enlighten students' creative thinking, and effectively promote the all-round development of Chinese core literacy. Under the support of Chinese core literacy, the teaching goal of teaching design should also point to the basic connotation of Chinese core literacy. "Lotus" with the article writing teaching arrangement in the second class, can determine the following teaching objectives: first, understand the main content of the article, summarize the writing techniques of the article, and learn to transfer and use, their own imagined plants to write down. Second, read aloud the beautiful sentences describing the lotus flowers in the article repeatedly, and imagine the picture while reading aloud. Third, the use of analysis, synthesis, evaluation and other methods to understand the accuracy of the author's words. Fourth, experience the author's love of nature's thoughts and feelings, improve their own aesthetic and thinking ability. Therefore, the teaching concept pointing to the core quality of Chinese is vividly reflected in the teaching objectives.

3. Content Integration: Design Pragmatic Situations to Realize Migration and Application

Language use is the basic core of the core literacy of Chinese. It is in the real pragmatic context that the accomplishment of thinking, aesthetics and cultural confidence can be achieved. In order to enable students to cultivate the core Chinese literacy in the challenging learning tasks, it puts

forward higher requirements for the teaching content. Read the compulsory education language curriculum standard (2022 Edition) of the detailed interpretation of Chinese core accomplishment, deeply understand the core essence of Chinese core literacy, will find the interpretation of the teaching content, aims to build a language platform for students, let students learn to contact old knowledge in the new situation, using migration.

"Lotus" is a classic reading text, which is written by Ye Shengtao. The article mainly describes what the author saw, heard, thought and thought in the morning. The article is short, using a variety of rhetorical devices to show the beauty of the lotus pond, rich imagination, beautiful language, suitable for the development of writing with the text. Based on the above analysis, the teaching content of "Lotus" along with the text should not only pay attention to the basic requirements of the core Chinese literacy, but also implement the teaching task of this unit. On the one hand, the article should be based on the Chinese curriculum standards for the third-grade students, that is, "understand the content of the article based on the context, and initially try to make written expression"[1]. On the other hand, it is also necessary to implement the teaching tasks of "reading the text while imagining the picture" and "understanding the methods of observing things of the author in the process of writing, and try to write clearly the observed things". Combined with the above requirements, "Lotus" with the text practice aims to let students initially understand the content of the text on the basis of understanding of the writing techniques of the article, combined with the teaching task of reading the text while imagining the picture, cultivate students' language sense, enrich the accumulation of words. In addition, the language should be applied around the specific writing training. The teaching should contact the text content, and challenging and practical writing situations should be designed, so that students can transfer and use their accumulated language materials in written expression. Through the experience of thinking in writing practice, we can get rich aesthetic experience, feel the charm of Chinese character creation, and imperceptibly understand the broad and profound Chinese culture.

4. Process Creation: Focus on Task-Driven, Improve the Writing Experience

Based on the new requirements of Chinese core literacy for the implementation of teaching, it is necessary to highlight the status of language use and go beyond the inherent mode of simply teaching texts. Based on this, the implementation of practical writing teaching, we should pay attention to the task-driven creation, activate students' existing cognition in each task, strengthen students' initiative and subjectivity, so as to promote the development of students' transfer, application, thinking and other abilities, and also conducive to the formation of Chinese core literacy. [5] Based on the analysis of teaching objectives and contents, the teaching process of "Lotus" writing with text can include four links, namely, preparing to introduce, activating old knowledge, acquiring processing knowledge and applying knowledge. The four links are interlinked and coherent, internalize the basic connotation of Chinese core accomplishment into the specific teaching process.

(1) Preliminary Import: "lotus", at the beginning of teaching, teachers can set the word "lotus", in communication, develop students' thinking, activate students have obtained the old knowledge, reflect the accumulation of knowledge and use of Chinese language, reveal the great charm of Chinese poetry culture, also can draw subject, and establish effective connection for the subsequent intake of new knowledge. Before acquiring new knowledge, the teacher throws out the question--- "why can the lotus make the author so intoxicated", which encourages the students to think positively, makes the students pay attention to the content of paragraphs 2-5, and cultivates the students' ability to learn to question and actively explore. And in the reading of the text to solve the problem, so that students are highly involved in the subsequent learning tasks.

(2) Activate the Old Knowledge: After introducing the subject, it will enter the primary stage of acquiring knowledge. "Lotus" with the text practice teaching should be based on the old knowledge, the implementation of teaching objectives. Reviewing the previous teaching content, as early as the second grade has focused on learning "read sentences, imagine the picture", and the third grade of the first volume of learning also contact with "independent experience of fresh words and sentences". Therefore, teachers can first let the students read the text by themselves, around the "looking for beautiful sentences, words" for the reading task, communication and sharing. The process of independent reading is not only the process of students' thinking to process language, but also the aesthetic process of feeling the beauty of language and words in reading. [6]After preliminary communication, can seize the key word "take" analysis, let the students positive thinking "take" alternative, flexible use of words to replace "take", in the analysis, comprehensive, promote the development of advanced thinking, experience the author words of vivid, accurate, further feeling the extensive and profound Chinese language and culture.

In the article, the author imagines the lotus posture in his own eyes. In this way, teachers can seize the article blank, set the pragmatic situation- - - "the author's eyes of the lotus on these several postures? What is the lotus flower in your eyes?" And show a variety of posture of the lotus picture, let the students copy to write a sentence: "There are so many white lotus flowers, each one has its own posture. Some _____; some _____; some _____." Students in the practice of writing, cultivate pragmatic ability, combined with the article blank, promote the leap of thinking.

(3) Acquisition of Processing Knowledge: Teachers will activate students' previous knowledge, so as to connect them with new knowledge, and enter the stage of acquiring and deeply processing knowledge, so as to form internalized and usable knowledge by learners. [7] In order to better improve the teaching effectiveness of writing practice with text, teachers need to let students deeply process the writing characteristics of the text before writing practice, absorb the text writing methods, and then transfer to writing practice.

"Lotus", the author Ye Shengtao in the appreciation of the lotus intoxicated beauty, and lotus integration, and then elucidated their own thoughts after becoming a lotus. Here, the teacher first led the students to read the main content of "the author becomes a lotus", and then asked the question "why the author will think of himself as a lotus", guide the students to contact life, feeling experience. Further create the problem situation, "If you become a lotus like the author, what will you see and hear?" Encourage students to transfer their own imagination, in the imagination to promote the in-depth development of advanced thinking. Finally, after learning the content of this part, the teacher to let the students summarize the writing characteristics, this is not a simple knowledge repetition, but in the depth of the students actively involved in the learning process, to help students consolidate the text rhetoric and the use of words, for the aesthetic experience of the text, to absorb the knowledge transfer to the new pragmatic situation for aesthetic creation.

(4) Use Knowledge: Chinese course is not only to use the text to teach Chinese, but also to grasp the text is nothing more than an example, truly realize "using Chinese". [8] The text "lotus" before the practice, the teacher can effectively combine the classroom questioning, discussion and other ways to enhance the leap of students' thinking, and with the training as the medium, so that the students master the knowledge in the practice, in the consolidation of learning to use.

Around what the author saw and heard after becoming a lotus, the teacher can take the opportunity to create a problem situation, let the students boldly imagine what kind of plant they will become, and set up writing training: "At this moment, I feel as if I am _____". Before practicing writing, the teacher can first play the pure music of nature birds' twitter and fragrance of flowers, render the atmosphere, enrich the inner experience of students, encourage students to boldly imagine the plants they become, first "say" and then "write", so that students can speak freely. In the guidance of writing practice, teachers should teach students to transfer their old knowledge

and open up their thinking. For example, to remind students that the author Ye Shengtao fantasized that he had become a lotus flower, what rhetorical devices did he use? Can you use vivid words as well as the author? Whether the ancient poems accumulated before are related to your writing practice, if so, apply them to small writing practice. Such knowledge activation can effectively realize the transfer and application between old and new knowledge, improve the development of students' pragmatic ability and thinking ability, enhance aesthetic experience in writing practice, and enhance cultural creation through imagination in writing practice.

Thus, with the pragmatic training of writing practice as the leading factor, the design of situational and practical learning tasks enables students to understand the uniqueness of language and writing in the process of meditation reading, infiltrate students' minds in reading, obtain aesthetic experience of language and writing, and promote students' thinking ability in writing practice. Finally, the comprehensive development of language, thinking, aesthetics and culture will be realized.

5. Evaluation and Guidance: Mobilize the Evaluation and Reflection, and Deepen the Core Literacy

The significance of practicing writing with the text is not only to internalize and absorb the learned knowledge and transfer it to real pragmatic situations, but also to promote the development of learners' core Chinese literacy ability through the media of practicing writing evaluation. That is to say, through the evaluation of writing practice, let the students grasp the skills of writing practice, obtain the cognition of their own writing practice level through evaluation, improve the development of thinking ability and aesthetic creation, feel the writing works of others and improve their sense of identity and belonging to Chinese culture. Therefore, the evaluation of writing is an indispensable key link in the teaching of writing, and is also a strong support to promote the in-depth development of the core Chinese literacy.

The 2022 Edition of Compulsory Education Chinese Curriculum Standards not only attaches importance to students' process evaluation, but also focus on the core literacy, highlighting students' learning attitude, participation level and the development level of the core literacy in the whole learning process. [9] Based on the above analysis, "Lotus" should not only pay attention to the evaluation of the process of practicing writing, but also pay attention to the teaching reflection after the evaluation. In addition to the evaluation between students and teachers and students, the teachers cannot comment on the students' writing training one by one due to the influence of the teaching time limit. In this case, teachers can design a self-evaluation logo on the practice learning sheet. For example, teachers can use vivid rhetorical devices to add a star, with a word similar to "bold", and you can connect with the ancient poetry to add a star. The ultimate goal of this kind of self-evaluation guidance is to let students learn to learn, and then reflect on their own writing level, and gain a positive experience of writing practice. In addition, attention should also be paid to the regulatory role of reflection in the whole teaching. The content of reflection is varied and miscellaneous. In addition, we also need to pay attention to the regulatory role of reflection in the whole teaching. The contents of reflection are numerous and complex. For example, teachers can reflect on the cut-in time of the practice situation, the knowledge of the practice process, the quality of students' practice, and other aspects, find corresponding improvement measures for their own shortcomings, and lay the foundation for the subsequent practice teaching.

6. Conclusions

The proposal of Chinese core literacy is the transformation of the knowledge-based teaching concept to the teaching purpose of educating people. As the value guidance of Chinese curriculum,

it needs to be implemented in real teaching practice. As an essential part of the Chinese classroom, the writing practice with the text fits the value appeal of the core literacy of Chinese to a large extent. Taking the real pragmatic situation as the starting point and the writing training as the carrier, it can trigger the achievement of students' thinking, aesthetics, pragmatic, culture and other qualities. Therefore, the teaching design of writing along with the text, which points to the core quality of Chinese, can not only help teachers find the relevant conditions for the core quality of Chinese to take root, but also an innovation for the in-depth development of Chinese teaching.

This paper selects "Lotus" as the research lesson, and carries out the teaching design of writing practice with the concept of Chinese core literacy, which changes the traditional teaching of single transmission of knowledge. Through brush training as the medium, create task-driven "preparation introduction", "activation of old knowledge", "deep processing of knowledge", and "application of knowledge" to help students design brush training for text content on the basis of understanding text knowledge, so that they can use knowledge in real pragmatic situations, cultivate thinking ability, and develop core Chinese literacy. Of course, pointing to the core literacy of Chinese writing practice teaching design aims to provide reference teaching ideas for teachers to implement writing practice, is not a fixed teaching mode, practice to the specific teaching practice also need to be adjusted according to different research lessons and the actual situation. It is hoped that with the deepening of follow-up research, the core literacy of Chinese can really take root!

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