A review of domestic research on "Core Literacy"-- Visual analysis based on CNKI literature

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Abstract: "Core literacy" is one of the hot button issues in global education research since the new century. The article conducts visual analysis to sort out the current status of "core literacy" research in China. It is found that the number of research results on domestic core literacy continues to rise rapidly, but there are some problems such as the number of applied research is small, imperfect evaluation system. In response to these problems, we propose to strengthen applied research on core literacy, and improve the evaluation system.

1. Introduction

The 21st century is an era of globalization and information-based knowledge society. Various international organizations and regions believe that the cultivation of talents in the new century should break the traditional curriculum standard system and transform it into one that focuses on human development and lifelong learning, and as a result, distinctive "core literacy" systems have been proposed. There are many literature about "Core literacy" in China, and the viewpoints and perspectives of various experts and scholars are different, by using the method of literature visualization analysis, this paper makes statistics on the documents about "Core literacy" of CNKI from 2011 to 2021, with a view to summing up the emerging stage of the domestic "Core literacy" research trends and major achievements.

2. Data sources and research methods

2.1. Data sources

The literature used in this research was all from CNKI. In order to ensure the validity and reliability of the research, an advanced search was conducted, “the core literacy” as the retrieval content, spanning from 2011 to 2021. The periodicals are limited to the core periodicals, and a total of 2,484 related articles were obtained. In the part of visual analysis, all 2484 documents were analyzed quantitatively; in the part of content analysis, only the representative core journals and authors were analyzed.

2.2. Research Methodology

This paper mainly adopts the method of visual analysis and content analysis to organize, compare and analyze the above-mentioned literature, so as to clarify the hot button issues and current situation of the research on "core literacy" in China.

3. Research results and analysis

Based on the previous visual analysis, the article will select representative literature and introduce six dimensions of "core literacy": concept, system, core literacy and curriculum, core literacy and teaching, the practice of core literacy and core literacy of the discipline.

3.1. The concept of core literacy

The concept should be clarified. On the concept of core literacy, many domestic scholars have different views, have put forward different points of view from different starting points. Professor Zhong Qiquan mentioned in his book Ten Lectures on Core Literacy, said, "core literacy refers to the ability to integrate social skills, motivation and personality traits, which is directly related to success in life." Similarly, professor Lin Chongde believes that core competencies are necessary to meet students' lifelong development and social needs. According to Zhang Hua, "core competencies are the advanced and human abilities of students to solve complex problems and adapt to unpredictable situations." The key is creative thinking and complex communication skills. Professor Yang Xiangdong argues in his article "On the discrimination of some propositions and concepts of core literacy", that core literacy is neither an ability nor a character or an idea, but it is a kind of knowledge, skills, feelings, attitudes and values integrated together, the comprehensive quality of internal psychology, with integrated characteristics.

On the whole, the cut-in point, angle of view and orientation of the definition of core literacy are not exactly the same, but they are similar in essence. Firstly, it emphasizes the transference of core literacy, that is, it is applicable to different situations; secondly, it emphasizes...
the universality of core literacy, that is, the ultimate direction of core literacy is that students solve different problems in social life; thirdly, it emphasizes the comprehensiveness of core literacy, that is, core literacy is no longer the proficiency of conventional knowledge and skills, but a more advanced and diversified comprehensive quality and ability based on these conventional knowledge and skills.

3.2. The System of core literacy

There are two most representative frameworks for the construction of core literacy system, one is the “Core literacy of Chinese students” promulgated by the state, and the other is the “5C” model proposed by Beijing Normal University, details are as follows:

1. In the general framework of Core Literacy for Student Development in China promulgated in 2016, the core literacy is divided into three major aspects: cultural foundation, independent development, and social participation, and is comprehensively expressed in six qualities, such as humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation. According to the general framework and the basic points, we can further put forward the specific performance requirements of the students according to their age characteristics. Each accomplishment is related to each other, complement, promote, in different situations in the overall play a role.

2. The Beijing Normal University China Institute for Educational Innovation works with the 21st Century Learning Alliance to provide a practical framework. In other words, on the basis of the 4C model of 21st century core literacy (critical thinking, innovation, competence, and cooperation) proposed by P21, cultural understanding and inheritance literacy are added, it constitutes the 5C model (5 first-class dimensions, 16 second-class dimensions), which has both international vision and Chinese characteristics. The above two systems both put forward in detail the core literacy that Chinese students should have, which are all related to personal quality, cultural accomplishment and social interaction, from these three points to expand the next level of specific literacy.

3.3. The Practice of core literacy

The research on core literacy in China is gradually sinking from theory to practice. Some areas and schools have applied the advanced theory of core literacy to practice, exploring and developing new educational models. One of the more representative is the Tsinghua University attached to the primary “1 + x” course. In the course of curriculum development, the guide to quality objectives and the handbook of classroom learning have been developed. They built a bridge between curriculum standards, integrated the subject curriculum, to give children real situation, so that the curriculum really serve the growth of students[5]. Secondly, Guangzhou Foreign Language School divides the "core literacy" into "three categories" and "nine orientations", in order to determine the goal of talent training, and based on the core literacy to build a framework of liberal arts curriculum system[6]. Thirdly, Zhejiang University Affiliated High School have constructed a model, which includes "Health ability", "Personality ability", "Discipline ability", "Learning ability" and "Planning ability", to highlight the growth characteristics of senior high school students' core literacy.

Under the guidance of the national policy, the three representative schools have made their own training objectives and curriculum according to their own characteristics.

3.4. The curriculum of core literacy

Up to now, the compulsory education curriculum in our country has undergone eight reforms, each time focusing on the reform of curriculum plan, curriculum standards and teaching materials. The current eighth curriculum reform was deeply influenced by constructivism and Theory of multiple intelligences, and integrated with the national conditions of China, adding the fundamental goal of "Building morality and cultivating people". In the core literacy and curriculum, domestic experts and scholars have different views.

Zhong qiquan put forward that "Core literacy" is the DNA of curriculum development, which plays the role of top-level design and provides a ruler for the direction, content and method of school education. He thinks that curriculum developers should focus on core literacy in the main line of "Core literacy-curriculum standards (or interdisciplinary literacy)-unit design-learning evaluation". Xin Tao and other scholars put forward that the construction of curriculum system based on core literacy should include four parts: teaching objectives, content standards, teaching suggestions and quality standards, content tagging and teaching suggestions promote students to form core literacy. Based on international experience, Shao and other scholars put forward the development of curriculum standards based on core literacy, which can transform students' core literacy into curriculum standards. Zhang Hua argued that our basic education curriculum reform should be transformed from a "Knowledge-based" to a "Literacy-based" approach, starting with a deep internationalization and continuing and developing our fine tradition of educational democratization, at last, choose and reconstruct the course content according to the principle of "Less but better". The above scholars talk about core literacy and curriculum from the aspects of curriculum development, curriculum system and curriculum standard based on core literacy, which provides some theoretical basis for the curriculum practice of core literacy in China.

3.5. The teaching of core literacy

The curriculum reform in our country has been carried out for many years, but when it comes to concrete teaching, teachers, parents and students still take high marks and high efficiency as the basic goal, and lose the original aim of education. With the introduction of the core literacy and the promulgation of the basic framework, the teaching reform in our country is also going on.
Shiou points out that the core literacy can lead the classroom teaching from “Examination-oriented teaching” to "Effective teaching". Zhang Feng believes that "Learning to learn", which is one of the six core qualities in the book, is the call for the transformation of classroom teaching and learning. Yu Wen-sen in "The teaching significance of core literacy and its cultivation" proposed that: core literacy is the most critical, the most important, the most indispensable literacy, the goal orientation and teaching activity of any subject should be carried on from the height of accomplishment. Classroom teaching is the main channel to cultivate students' core literacy. To build high-quality and efficient classroom teaching is the most important way to develop students' core literacy. It is also the demand and trend of the current basic education classroom teaching reform. Pei Changgen and song Naiqing believe that the development of students' core literacy requires both macro-top-level design, the discipline differentiation of the middle view, but also rely on micro-classroom teaching. Liu Sheng, Wei Rui and others have conducted research on core literacy-oriented teaching in the 21st century, advocating a student-centered teaching model that promotes students' autonomous learning. From the perspective of constructing a new system of quality-based curriculum and teaching in our country, Zhang Hua proposed to advocate "Research-based teaching" and "Cooperative teaching" to realize the "Accomplishment" of teachers' teaching. Based on the views of many experts and scholars on the core literacy and teaching, we can find that the core literacy has far-reaching significance to teaching, which is embodied in that the formulation of teaching objectives and contents should be carried out from the height of the core literacy, the cultivation of core literacy should be based on teaching practice.

4. Inspiration and Prospect

As mentioned above, the quantity, quality and influence of high-level theoretical research on "Core literacy" are increasing day by day. The research on "core literacy" in China has entered a relatively stable stage. The research of experts and teachers on this subject has been deepened and refined, but there are still some problems, to be further improved.

4.1. Problems

(1) Low number of applied research

At present, the core literacy of our country mainly focuses on the basic research, experts and scholars study and distinguish the concept and system of "Core literacy" and "Subject core literacy". However, both case studies and applied studies have been paid little attention to, and both quantity and quality are lacking. There are only three representative empirical studies at present, indicating that there are still many gaps to be filled in this kind of research.

(2) The distribution of the study is unbalanced

From the analysis of the distribution of the research institutions, we can see that the research institutions of the core literacy in our country are mainly normal universities, other types of universities and primary and secondary school research groups, compared with the research institutes in the economically developed provinces (cities) such as Beijing, Shanghai and Jiangsu, there are fewer institutes in the Midwestern Sectional Figure Skating Championships on core literacy research, only one university Southwest University on the list, not forming a core research group in the Western Region.

4.2. Suggestions

(1) Strengthen core literacy application-based research

The domestic academic circles should emphasize the practical research of "Core literacy", combine advanced frontier theories with educational practice, cultivate Chinese students' core literacy in real situation, and strengthen applied research, the practice results are fed back to the theoretical research, and then promote the breakthrough of theoretical research, to achieve the theory to promote practice, practice back-feeding theory of the double-cycle research model.

(2) Strengthen regional and inter-agency cooperation

Domestic research on core literacy should strengthen regional cooperation in the eastern, Central and western regions of the country, team cooperation among various types of universities, local research institutions and research groups in primary and secondary schools, and cooperation among various researchers, build core research team of core literacy, increase output, expand influence.

(3) Improve the assessment system of core literacy

Our country should draw lessons from the effective evaluation system of core literacy abroad, and combine with the practice teaching of our country to construct the evaluation and feedback system of core literacy-oriented for our education, to advocate the core literacy-oriented evaluation tools, diversification, multi-form, the evaluation of core literacy into the subject examination, try to select the true situation to test the ability of students, in the teaching practice to test and improve our core literacy assessment system.

5. Conclusion

To sum up, although the number of research results on "Core literacy" in our country is increasing rapidly, we still need to deepen the depth of research and expand the
scope of research. In short, the domestic research on core literacy should be based on the question of "What kind of talents China needs to train to meet the needs of society", continuously and systematically planning and in-depth exploration, to promote the reform and innovation of Education and teaching, to implement the core quality from top-level design to concrete educational practice, to solve a series of problems in educational practice.

Project name

1. 2023 Student Work Research Fund Project of Yunnan Normal University: Inferiority or Underestimation: Social and Emotional Abilities of Rural College Students——A Study on Self Construction of Force (2023ys27)
2. Yunnan Normal University Graduate Research Innovation Fund Project “Research on Teacher-Student Interaction in Primary School Language Classroom Based on iFIAS ” (02000205020502006)

Reference: