

Research on the Effectiveness of Integrating the Core Literacy in Vocational College English into the Instructional Design of the English Course For Higher Vocational Colleges

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Abstract. This paper aims to solve the crucial problem of how to develop the core literacy in the English course for vocational college students. It first elaborates the connotation of the core literacy in vocational college English and then analyzes the macro and micro path of integrating the core literacy in vocational college English into the English course for vocational colleges. Finally, The core competencies-based teaching unit design applied to classroom teaching practice during one semester has proved that under the guidance of "Production-Oriented Approach", the effective teaching design based on the core literacy of vocational college English has turned out to develop the core literacy of vocational college students, improve the quality of high-quality technical talents, and achieve the educational goal of educating people for the Party and talents for the country.

1. INTRODUCTION

Core literacy research has been valued at home and abroad. From 1997 to 2005, the Organization for Economic Cooperation and Development (OECD) put forward the connotation of core literacy for dealing with complex challenges, which is the ability to mobilize knowledge, skills, attitudes and values for meeting complex requirements.[1] In 2005, the European Union defined core literacy as the combination of skills, knowledge, abilities and attitudes, emphasizing the role of core literacy for individuals to become citizens, integrate into society and successfully find employment.[2] At home, in order to further implement the fundamental task of establishing moral education and cultivating human beings proposed by the Party Central Committee since the 18th National Congress, in 2014, the Ministry of Education issued The Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Establishing Morality in Education, which put forward the concept of "core literacy", and initiated literacy-oriented education and teaching reform. In order to implement General Secretary Xi Jinping's important thesis on education, the Ministry of Education issued The Outline of Guidelines for ideological and political construction of curriculum in colleges and universities (hereinafter referred to as the Outline) in May 2020, which points out that "in order to implement the fundamental task of establishing morality and cultivating human beings, it is necessary to integrate value shaping, knowledge imparting, and ability cultivation into one and cannot be separated", and

emphasizes that, by "comprehensively pushing forward the ideological-political construction of courses," it will "incorporate value guidance into the teaching of knowledge and the cultivation of abilities".[3] It is clearly stated that the main objective of talent training for new generation is to undertake the great task of national rejuvenation. In the process of education and teaching, teachers should pay attention to the development of students' core literacy, improve the correct values, essential qualities and key abilities of students to adapt to the needs of their own development and social development, and strive to train students to become builders and successors needed for Chinese modernization development. Therefore, the development of students' core literacy is the focus of the implementation of the fundamental task of establishing moral education and cultivating human beings, the entry point of promoting the whole person, the whole process and all-round education, and the responsibility of teachers to keep a good channel and plant a good responsibility field. In September 2016, a research team led by Professor Lin Chongde of Beijing Normal University proposed that the core literacy of Chinese students center on cultivating "all-round development people", including three aspects of cultural foundation, independent development, social participation, as well as six major indicators, namely, humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, practical innovation [4], which provides an in-depth answer to the questions of "what kind of people we cultivate", "how to cultivate", "for whom we cultivate" in education; Cheng Xiaotang, Zhao Siqi (2016) explained the core literacy of English subject of senior high school students, which mainly include language

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proficiency, cultural character, thinking quality and learning ability [5]; The scientific research team led by scholars such as Wen Qiufang (2021) proposes that the core literacy of the higher vocational English discipline, which is centered on foreign communication in the workplace, multicultural communication, language thinking improvement, and perfection of independent learning, which constitutes a specific indicator for vocational education to implement the task of establishing morality and cultivating human beings [6].; It can be seen that Chinese scholars have begun the research on core literacy of students in various education sections, and achieved fruitful research results in explaining the connotation of core literacy (Lin Chongde [4]2017), training paths (Fan Wei and Liu Jianjun [7]2022), and measurement evaluation (Wang Qiang and Jiang Jingli [8]2023). However, there is also a problem of imperfection. There are few studies on the integration of core literacy in English into curriculum teaching design and effective teaching practice in higher vocational colleges. The integration path of core literacy in English for higher vocational colleges has not been clearly delineated, and the effect of the integration has not been effectively verified in the teaching practice of curriculum teaching unit design. Therefore, this paper focuses on the core literacy in English for higher vocational education as the main line and takes the reading of Unit 2 of Book 2 of New Era English for Careers as an example through the platform of the Smart Vocational Education Cloud, Focusing on the main contents such as course teaching objectives, course content and course evaluation. Through the analysis of the course teaching unit examples based on the Production-Oriented Approach, and adopting the questionnaire survey method, we have gained insights into the effectiveness of the core literacy in English courses for higher vocational colleges which are integrated into the course teaching design of English for higher vocational students. Its purpose is to develop the core literacy of higher vocational English students throughout the classroom teaching, implement the fundamental task of establishing morality and cultivating human beings, and meet the needs of the cultivation of high-quality technical and skilled talents to adapt to the unprecedented changes in a century.

2.THE BASIC CONNOTATION OF CORE LITERACY IN ENGLISH FOR HIGHER VOCATIONAL COLLEGES

According to the provisions of the "English Curriculum Standards for Higher Vocational Education (2021 edition)" promulgated by the Ministry of Education, foreign communication in the workplace, multicultural exchanges, language thinking improvement and perfection of independent learning are the main contents of the core competencies in English for higher vocational colleges. Workplace foreign communication is the basis of communication, which is the use of the English language by higher vocational students in the workplace

environment to deal with and solve all kinds of activities related to workplace activities, including personal life, job hunting and career development; Multi-cultural exchange is the main content, which is to learn the essence of Chinese and foreign excellent culture, understand and tolerate the differences between Chinese and foreign cultures, enhance the self-confidence of Chinese culture in order to be the publicizer and disseminators of Chinese excellent culture, and enhance the communication power of Chinese culture in the world; The purpose of language thinking improvement is to guide students to pay attention to the logic, critical thinking and reasoning of language thinking modes in the process of language teaching, help students grasp the similarities and differences in English and Chinese language thinking, and cultivate students' respect for the facts and the quality of scientific thinking; The improvement of independent learning is the key to the development of individual potential, emphasizing that students need to clarify the meaning of learning, learning goals, learning methods and learning strategies. In the process of teaching activities, teachers should gradually cultivate students' active learning ability, develop good learning attitude and independent learning ability, so as to meet the needs of future development of learning society. English courses in higher vocational colleges aim to develop students' core literacy and make it clear that English education must pay attention to the principle of unity of instrumentality and humanity, so as to cultivate not only students' ability to apply English language in the workplace environment, but also cultivate students' humanistic qualities, so that they can be equipped with both morality and technical skills as well as international vision, and become high-quality technical and skilled talents needed for the construction of Chinese-style modernization.

3.THE PATH OF INTEGRATION OF CORE LITERACY INTO ENGLISH COURSES FOR HIGHER VOCATIONAL COLLEGES

From the macroscopic and microscopic perspectives, this paper probes into the path of integrating core literacy in English into English curriculum education and teaching in higher vocational colleges.

3.1 Macro-Paths For the Integration of Core Literacy Into English Courses For Higher Vocational Colleges

The macroscopic path for the integration of core literacy in English for higher vocational education is to do a good job in the top-level design of the curriculum, formulate standards, and use the standards to lead the teaching content of the curriculum and formulate assessment programs. According to the unified requirements of the national English curriculum standards for higher vocational colleges, the school-based English curriculum standards for higher vocational colleges are formulated to implement the national standards, and answer the

fundamental questions of " what kind of people we cultivate", "how to cultivate ", "for whom we cultivate". The main line of curriculum standard design is to strengthen quality, solid foundation, practice skills, and comprehensively develop the core literacy of higher vocational students. The purpose of strengthening literacy is to improve the moral cultivation of students, establish the correct three views, practice the core values of socialism, and cultivate artificial craftsmen and great country craftsmen who love the Party, the country and the people. Solid foundation is to deal with the universality and precision of knowledge transmission, focus on the combination of theory and practice, and realize, understand, apply and transfer knowledge in language learning. Practicing Skills aims to train students' listening and speaking, reading and writing skills, and pay attention to the effective and balanced development of language input and output abilities. It can be seen that the public English course in higher vocational colleges is not only an instrumental course for teaching students to use language, but also an indispensable literacy course for improving students' humanistic competency. The dual characteristics of teaching objectives of higher vocational English course determine that the course teaching not only highlights the cultivation of people, but also focuses on improving the morality education and the internal quality of people. In the final analysis, it is to develop the core literacy in English for vocational colleges students through vocational English course teaching, implement the fundamental task of establishing morality and cultivating human beings, and meet the needs of social development for high-quality technical and skilled talents.

The teaching content of higher vocational English courses based on core literacy is composed of eight elements, such as theme category, subject, topic, discourse type, language knowledge, cultural knowledge, vocational English skills and language learning strategies. These eight elements closely revolve around the cultivation of the objectives of core literacy, and are the main line of the macro-content design of the course. This paper takes Book 2 of New Era English for Careers as an example, which is mainly offered in the second semester of public basic English course for higher vocational students. The topics of the second semester are occupation and individual, occupation and society, and ability training respectively. Topics belong to the thematic category, which includes job hunting, job interview, workplace, career goals, social media, career success, life goal setting, and comprehensive language skills training. Topics are used as projects to develop students' professional qualities, cultural knowledge, and key competencies to deal with complex problems in a specific workplace environment. Topic is the concretization of topic content. Students can learn relevant language knowledge and cultural knowledge through topic discussion, and improve the logic and critical thinking of language in topic discussion. The types of discourse include oral, written, audio, and other multimodal discourse, and students learn through various types of discourse to master the characteristics of writing

in the genre of applied discourse, and to master the structure of discourse and internal logical relations related to the topic. Language knowledge and cultural knowledge run through the whole process of course learning. We should not only learn language knowledge related to job hunting, interview, career goals, career success and life goals, but also learn valuable experience and cultural knowledge accumulated in the process of job hunting, employment and planning for life. Vocational English skills training includes listening, speaking, reading, writing, translation and other language skills training, focusing on the training of students' verbal and written expression ability, and taking the effectiveness of this language output ability training as a symbolic result of testing the effectiveness of teaching. What should be guided from the beginning to the end of classroom teaching is the selection of language learning strategies to help students master the correct learning methods, correct learning attitudes, understand the significance of learning, improve learning awareness, and develop lifelong learning ability.

In order to test the degree of achievement of students' core literacy, a variety of assessment schemes which are conducive to cultivating students' curriculum core literacy are formulated. The course assessment consists of a 60% process evaluation and a 40% summative evaluation. The process assessment includes comprehensive language knowledge, language application ability, collaborative project inquiry and students' self-learning improvement. For example, the assessment of the project cooperative inquiry is a comprehensive examination of student literacy, knowledge and ability of the three-dimensional integration of issues by means of the students' completing the cooperative learning inquiry project. The summative assessment adopts the *itest* system in the U Campus Wisdom Teaching Platform to conduct a comprehensive test of language use, which realizes paperless form of the test, randomization of the test content, intelligent test management, scientific assessment and evaluation. Different assessment methods such as teacher assessment, student self-assessment or student mutual assessment are adopted for different examination contents. For example, the test of comprehensive language knowledge and language application ability takes the form of teacher evaluation; The project collaborative inquiry assessment is then in the form of teacher assessment, student self-assessment and student mutual assessment; Student independent study perfection is assessed in the form of completing writing assignments assigned by teachers online. The purpose of these quantitative assessments is to test the degree of achievement of student learning objectives and the status of the goals of core competencies. In addition, after the end of the course, the teacher used a questionnaire survey to ask students to self-evaluate the achievement of the goals of core competencies. Teachers assess the comprehensive realization of students' core literacy through diversified assessment methods to gain insight into the effectiveness of teaching and learning.

3.2 Micro-Paths For the Integration of Core Literacy Into English Courses For Higher Vocational Colleges

The micro-path to the development of core literacy in higher vocational English courses is to design effective teaching units for the courses. The design of the teaching unit of the course follows the educational concept of "taking students' development as the core", relying on the Smart Vocational Education Cloud Platform, centering on the teaching objectives of the course unit, following the process of stimulating students to explore questions before class, interacting with teachers and students to complete the teaching goal of promotion activities during class, demonstrating the results of students' learning after class. In organizing and implementing the teaching process of the whole course, teachers pay attention to the learning enabling process of students' theme perception, understanding and application, problem exploration, transfer and innovation, creating a relaxed and pleasant learning atmosphere, and attracting students to actively participate in learning activities and tasks that are difficult and easy to complement each other. In the process of self-constructed learning activities, students can refine their character cultivation, increase language knowledge, improve language skills, develop the core literacy of English subjects of higher vocational college students, and achieve effective teaching goals. The course teaching process focuses on the organic integration of teaching, learning and assessment. Teaching is to lay the foundation for students' in-depth learning, is an important part of curriculum teaching, and is a scaffolding for teachers to build creative learning for students so as to bridge the gap between students' current and future knowledge. Learning is the key to students' mastery of knowledge and flexible use of knowledge. Only through active learning, participating in various classroom teaching activities organized by teachers with educational implications, and learning to use language knowledge in practical activities, can students deepen their understanding of the concepts, semantics, pragmatics and other aspects of language knowledge, and improve their cognitive ability of language knowledge in order to realize the remote transfer of non-subjective concepts of language knowledge. Evaluation is to evaluate the effect of students' learning and provide real teaching feedback for better teaching. The evaluation can adopt the forms of multi-dimensional evaluation such as student self-evaluation, student mutual evaluation and teacher evaluation to achieve a comprehensive evaluation of the students' body.

4. A CASE STUDY ON THE PRACTICE OF TEACHING UNIT DESIGN IN HIGHER VOCATIONAL ENGLISH COURSES

The teaching design of this course is based on the reading part of the second unit "Job Interview" in Book 2 of New Era English for Careers with 2 class hours. The teaching unit of this course is guided by the Production-Oriented Approach to foreign language

teaching design, and the small cycle of "Motivating--Enabling--Assessing" [10] runs through the whole design of this classroom teaching unit. With the help of the Smart Vocational Education Cloud Platform, the tasks are driven to stimulate students' desire to learn and explore new knowledge before class. During the class, Teachers will design enabling tasks from the three aspects of content, language and discourse structure, and follow the enabling process of theme perception, understanding and application, problem exploration, transfer and innovation to help students complete the enabling tasks from easy to difficult step by step. After class, teachers and students cooperate to assess productive works, and use delayed assessment to assess students' works objectively and scientifically to ensure the completion of productive tasks in high quality and achieve the requirements of classroom teaching objectives.

4.1 Target Students

In the second semester of 2022-2023, The target students are 138 students from Class B1 and B2 of Grade 22 telecommunications in our college. Their English scores are below the average level and most of them have clear learning goals and high learning aspirations. However, due to their weak English language foundation, students are relatively lacking in oral English expression ability. Some students have weak self-management and restraint ability, and lack a certain degree of independent learning ability.

4.2 Teaching Topics

The teaching design of this course selects the reading content of the second unit "Job Interview" in the textbook entitled New Era English for Careers published by Foreign Language Teaching and Research Press. This reading unit is mainly about how to skillfully and effectively answer the interviewer's questions in the process of job interview. Therefore, the teaching content of this reading unit will be of great benefit to students when they participate in job interviews and other similar recruitment activities in the future.

4.3 Teaching Objectives

The teaching objectives of reading teaching units under the leadership of core competencies can be divided into quality, knowledge and ability objectives. The quality goal of this lesson is to make students understand the truth that any success depends upon previous preparations. Moreover, The teaching aims to enhance students' self-esteem and self-confidence, and face the success and failure of job interview with a good attitude. The knowledge objectives are to master the chunks and sentence structures related to job interview and learn how to answer questions in job interviews. The ability objective is to complete a job interview conversation in English based on a job interview scenario.

4.4 Teaching Process

The teaching unit of this course takes job interview as the theme. Teachers focus on the teaching objectives of the course unit and design productive tasks to stimulate students' motivation of learning inquiry. Teachers design difficult or easy learning tasks and build enabling "scaffolding" for students to carry out authentic learning centered on group activities. The productive learning works guided by Teacher-Student Collaborative Assessment aims to optimize learning effects and improve teaching efficiency [9].

4.4.1 Pre-Class Inquiry Motivating

Teachers release productive tasks through the Smart Vocational Education Cloud Platform, so that students can try to complete them before class, understand the key learning tasks of this class, and stimulate students' inquiry fun and learning motivation. For example: Suppose you are a Cambodian student studying marketing strategy in China and you get an interview to be a sales representative for Xiaomi in China. In order to make this interview a success, please practice with your partner in English. Two students are free to combine, one student plays the role of interviewer, the other plays the role of Cambodian student, simulated job interview scenario. The students in the group wrote a manuscript for a job interview in English and uploaded the manuscript to the Smart Vocational Education Cloud Platform. Teachers review the script and summarize students' problems on the Smart Vocational Education Cloud Platform, which will serve as the focus of the lecture during the enabling process in class.

4.4.2 Enabling Activities in Class

In order to achieve the goal of classroom facilitation, teachers design progressive and challenging enabling activities in class, including theme perception, understanding and application, problem exploration, problem solving and transfer of innovation.

The process of the topic perception is to allow students to try the task of job interview scenario, and realize the fact that the preparation before the interview is the key to the success of job interviews, so as to enable students to understand the truth that any success depends upon previous preparations.

Understanding the application process is a foundational and critical part of enabling the process, and during this part of the process, teachers break down the teaching tasks in the job interview. First, the teacher asked the students to rehearse the interview opening conversation in small groups of two. For example: A: I'm coming to your company for an interview as requested. B: Fine, thank you for coming. Miss Zhang, please take a seat. I'm Susan Smith, the secretary. Secondly, the teacher asked the students to watch a short video of the job seeker introducing himself to the interviewer. Then, they work in pairs to simulate the conversation and introduce themselves (educational background, work

experience, and job-related interests). For instance, Role A(interviewer): Can you tell me a bit about yourself ? Role B(Candidate): I graduated from the University of Tianjin in 2015, with a bachelor of Arts in Business Administration. Since then, I worked at two different companies as a marketing assistant. And I'm also an avid reader, so I'm really interested in working in the publishing industry. The learning tasks are designed to equip students with the important syntactic structures they need to use to express their self-information, including information about their educational background, work experience, and related interests. Thirdly, the teacher allowed the students to watch the micro-video explaining the key words in this reading class, and instructed the students to complete the vocabulary fill-in-the-blank exercises on the Smart Vocational Education Cloud Platform, aiming to observe the students' use of key words through instant evaluation. Fourthly, the teacher instructed the students to read the text by Scanning method, and asked the students in small groups to discuss how to skillfully answer the interviewer's questions about the job seekers' biggest weaknesses, reasons for finding a job, and their future plans. Example 1: When a job seeker is asked what his or her greatest weakness is? It is recommended that job seekers try to answer weaknesses that do not have a negative impact on their job search. Example 2: When a job seeker is asked why he or she is looking for a job, it is recommended that the job seeker talk about how much he or she will be able to contribute to the company, rather than just what kind of benefits and perks he or she will receive from the company. Example 3, when a job seeker is asked about his or her plans for five years from now, it is suggested that the job seeker describes his or her future plans with realistic goals, indicating his or her vision of what he or she expects from this job. Students discuss these questions with the aim of making them understand the importance of answering questions skillfully during job interviews as well as learning the relevant discourse structures. Finally, the teacher asked the students in small groups to rehearse the discourse structure that concludes the job interview conversation. For example: Role A (interviewer):That's all for the interview. Please wait for our notification. Role B (Candidate) :Thank you for your interview with me, Madam. The purpose of this design is to make students learn how to end an interview.

The process of problem inquiry is to guide students to deepen their understanding and cognition of key issues inherent in the enabling process. The teacher organized groups of students to discuss three questions related to job interviews: ①What is the key to succeed in a job interview ? ②Why do you think careful preparation before a job interview is really important ? ③How will the candidate skillfully respond to the questions the interviewer has raised in a job interview?. The teaching tasks here are designed to stimulate students to think deeply and understand the inner meaning expressed by the authors of reading text, and to help students learn to respond effectively to various questions encountered in job interviews.

The process of transfer innovation is the sublimation and innovation stage of students' learning enabling process, testing students' flexible use of language knowledge and integration. During the process of the language transfer and innovation stage, the teacher asked the students to work in groups to revise the script of the job interview performance that they had tried to complete in the motivating stage, and to record a video at the end of the lesson and upload it to the Smart Vocational Education Cloud Platform.

4.4.3 Post-Course Assessment

After-class assessment is the key link of teaching and learning effect, which is not only the test of teachers' classroom teaching effect, but also the acceptance of students' learning effect. In the assessment process, the assessment subject adopts teacher and student assessment, student and student assessment and student self-assessment. Teachers and students work together in advance to review a job interview video performance work submitted by students for the second time in the Smart Vocational Education Cloud, evaluating the work in terms of ideological expression, standardization of voice intonation, fluency of language expression, logical organization of language, linguistic mobility, degree of off-scripting of the role-player, degree of contribution of the role-player to the cooperation, the role-player's attire and demeanor, and the creativity of the works. Teachers and students cooperate to complete the assessment scale. It is also provided to students for student assessment and self-assessment. Therefore, tripartite collaborative assessment is conducive to promoting the quality of students' productive work, providing opportunities for students to learn from each other, and providing important strategic guidance for improving students' learning effectiveness.

5. FEEDBACK ON TEACHING

This paper analyzes the teaching design cases of two periods of classes of course units, aiming to show that teachers can fulfill the requirements of the instructional objectives of this class by designing a series of progressive learning tasks in classroom teaching. In this semester, the teaching design of all the course units follows the educational concept of "taking students' development as the core", which is guided by the teaching theory of the Production-Oriented Approach, and takes the small cycle of "Motivating-Enabling-Assessing" [10] as the teaching process of each classroom, so as to develop the core literacy of the English subject of the higher vocational students through the way of promoting teaching by learning and assisting in the way of learning by teaching. At the end of this semester, the course team conducted a questionnaire survey on the Effectiveness of English Teaching in Higher Vocational Colleges Based on the Development of Students' Core Literacy among 138 students in class B. This questionnaire includes four deconstructive indicators of vocational English core

literacy, aiming to understand the effectiveness of integrating vocational English core literacy into the teaching design of vocational English courses. 138 copies of questionnaires should be sent out and 125 questionnaires returned, with a recovery rate of 90.6%. The specific survey results are summarized as follows:

It can be seen from the questionnaire survey that the improvement of key abilities in the cultivation of the four core literacy of students is ranked from high to low: 81.6% of students believe that teachers use logical methods such as comparison, analysis, synthesis, overview, induction and deduction to analyze the structure, viewpoint, purpose and characteristics of writing, and consciously cultivate students' logical thinking; 74% of students believe that they can master the methods of English learning, develop good learning habits, and form effective English learning strategies. 68.8% of the students think that their intercultural competence has been improved and the tasks of intercultural communication can be effectively completed. 64.8% of the students believe that their comprehensive English proficiency has improved in listening, reading, watching, speaking, writing and translating.

According to the questionnaire survey, the improvement of essential qualities in the four core competencies of students is ranked from high to low: 78.4% of students gradually form an equal, inclusive and open attitude towards cross-cultural communication; 77.6% of the students believe that they have enhanced their understanding, identification, pride and confidence in the excellent Chinese culture, revolutionary culture and advanced socialist culture. 77.6% of the students believed that they were adhering to the spirit of perseverance, diligence, self-discipline and self-improvement; 76% of the students believe that the learning process designed by teachers, such as learning understanding, application practice, transfer and innovation, can cultivate their learning and practice ability of combining learning and thinking with exploring and innovation. 72.8% of the students think that their awareness of lifelong learning has been improved.

From the questionnaire survey, it can be seen that the value improvement in the four core competencies of students is ranked from high to low: 83.2% of students think that they can learn to behave and work; 80% of the students believe that through the comparison of Chinese and foreign cultures, they can enhance the self-awareness and self-confidence of Chinese culture and cultivate the feelings of family and country. 80% of students recognize that learning is the source of personal self-reliance, social progress and development, and the modernization of the country; 77.6% of the students believe that by completing the learning tasks designed by teachers, they can hone their will to insist on seeking truth from facts and their scientific attitude to uphold the truth.

From the analysis of the above survey results, it can be seen that in terms of key abilities, classroom teaching based on Production--Oriented Approach can greatly improve students' discourse reasoning and induction ability to the greatest extent, and stimulate students'

critical thinking and innovation ability. Simultaneously, in the process of learning by doing, students gradually master independent learning methods and strategies, and develop their learning ability. In terms of essential qualities, on the basis of strengthening their own cultural confidence, students have a correct attitude towards cross-cultural communication, adhering to the communication style of neither condescension nor superciliousness, equal dialog, and friendship and mutual understanding. Particularly, in the process of language comprehension, practice and innovation, they have developed a lifelong learning awareness. In terms of values, under the guidance of teachers, students learn the truth of doing things and being human. Before doing things well, they should first learn to be human and be a new person in the era of modern socialist country construction with ideals, beliefs, knowledge and ability.

6.CONCLUSION

Effective teaching in the information age is fundamentally aimed at developing students' core literacy. The development of core literacy in English subject for higher vocational students requires a good macro-path design and micro-path design at the top level of the curriculum. The macro-path of curriculum design is to develop curriculum standards, determine teaching content and revise assessment programs. The micro-path of curriculum design relies on teachers' carefully designing the classroom teaching units of each course and determining the teaching objectives of the course units according to the basic principles of Taylor's effective teaching. Teachers select and arrange teaching materials that meet the requirements of teaching objectives, organize and implement the teaching process according to the Production--Oriented Approach, and guide students to "learn by doing" and "learn by using". Teacher-Student Collaborative Assessment is adopted to comprehensively evaluate students' learning results, realize the detection of the deep teaching effect of guiding students to learn and explore independently, and implement the requirements of course teaching objectives proposed in advance. In the framework of curriculum teaching unit design, teaching objectives precede the process, and the evaluation only focuses on the rate of achievement of the objectives[10], which reflects the basic situation of the development of key abilities, essential qualities and values centered on the development of students' core literacy. After a semester of teaching practice, students understand and learn to be a man and work at the same time; The comprehensive use of language ability has been improved; The abilities of critical thinking, transfer and innovation have been trained; On the basis of strengthening the self-confidence of our own culture, students have learned to respect foreign cultures, seek common ground while reserving differences, being inclusive and tolerating each other. Students can learn to understand the meaning of learning, clear learning goals, and develop good habits of independent and autonomous learning. Therefore, the teaching practice of integrating the core literacy in

English into the teaching unit design of the higher vocational English curriculum takes classroom teaching as the main battlefield, clarifying the objectives, carefully designing the contextualized teaching process, carrying out in-depth teaching to guide students to explore and learn independently, paying attention to the balanced relationship between language input, interaction and output[11], and improving the effective teaching based on the core literacy, which develops the core literacy of English subject of higher vocational college students, improves the quality of high-quality technical and skillful talents, and achieves the educational goal of nurturing the people for the Party and the country.

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