
Current Aituation and Practical Thinking of Scientific Literacy

Teaching

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Abstract:Realizing the scientific teaching of literacy is one of the major issues in long-term research and experimentation of primary school Chinese language. However, the current situation and efficiency of literacy teaching are not satisfactory. On the path of pursuing scientific literacy teaching, Chinese language textbooks should formulate scientifically reasonable literacy quantity and word order; Chinese language teachers should not only master knowledge related to Chinese character studies and pursue the coexistence and integration of multiple methods of literacy, but also fully grasp the cognitive laws and teaching laws of children's literacy.

Keywords: Teaching literacy; Scientific literacy; Literacy patterns; Cognitive laws

Literacy teaching is the most basic teaching content of primary school Chinese language, and it is the foundation of reading and writing. Over the past 60 years since the founding of the People's Republic of China, the scientific pace of literacy teaching has never stopped, and various teaching experiments have emerged, including centralized literacy, decentralized literacy, character theory literacy, and rhyme literacy. Studying literacy teaching and achieving scientific literacy teaching is one of the major issues in long-term research and experimentation of primary school Chinese language. However, in the pursuit of scientific literacy teaching, the current status and efficiency of literacy teaching are not satisfactory.

1. Analysis of the Current Situation of Literacy Teaching

The author has been engaged in Chinese language teaching for more than 20 years, and through years of practical research on the scientization of literacy teaching, I deeply feel that the current situation of elementary school literacy teaching is not satisfactory, mainly reflected in the following aspects.

One is to prioritize quantity over quality. According to relevant research findings, children in the lower grades of primary school (7-8 years old) are at their best time for literacy. Some teachers believe that since literacy teaching in lower grades is a priority, it is necessary to require students to complete all 2500 commonly used Chinese characters in first and second grades. The phenomenon of one-sided pursuit of literacy quantity is the "GDP complex" in literacy teaching, which leads to a weak desire for independent and proactive literacy among students, and a lack of interest in literacy.

The second is to emphasize the character "form" while neglecting the character "meaning". Chinese characters are ideographic characters, which are the unity of form, sound, and meaning, and have the characteristic of "constructing form based on meaning". Therefore, in literacy teaching, teachers should scientifically explain the relationship between the form and meaning of characters, explain the principles of character formation, and make it easy for students to understand and memorize Chinese characters. This is a scientific method to improve literacy efficiency. But most teachers only explain the shapes of characters without considering their meanings, or arbitrarily interpret the "shapes" of characters, making students not understand the principles of the construction of many characters and can only memorize them by rote.

The third is to prioritize writing over culture. Lower grade teachers place relatively more emphasis

on teaching the pronunciation, form, and meaning of Chinese characters, but do not fully explore and utilize the cultural and aesthetic values contained in Chinese characters, resulting in the loss of cultural nutrition in Chinese character teaching. A Chinese character is a world, a history, a memory of a nation's emotions and culture. Chinese characters contain profound cultural connotations, so the teaching of literacy, which shoulders the responsibility of cultural inheritance, should imprint cultural imprints on the minds of students.

2.Perspective on the Causes of the Current Situation of Literacy Teaching

The reasons for the lack of scientificity and low teaching efficiency in literacy teaching are multifaceted, mainly summarized as follows.

2.1Inaccurate grasp of the goal of literacy teaching

The literacy goals related to primary school stage in the Chinese language curriculum standards are the research results summarized by many Chinese language teaching experts through long-term teaching practice, and have strong authority. Therefore, in teaching, we should take the literacy goals specified in the curriculum standards as a basic criterion for measuring scientific literacy. For example, the literacy goal for first and second grade students is to enjoy learning Chinese characters and have a desire to actively recognize and write characters; Understand about 1600 commonly used Chinese characters, of which about 800 are written. Therefore, the teaching of teachers must be closely based on the goals, and not overly demanding in the amount of literacy. In addition, the goal of literacy in each stage of the curriculum standard is also hierarchical, with different literacy requirements for the low, medium, and high stages. For example,

The curriculum standard divides the characters that students are required to recognize in the first stage into two categories: "able to recognize" and "able to write", achieving a distinction between recognition and writing. Some teachers have excessively high demands, imposing higher demands on lower level students and requiring them to be able to recognize and write characters, which goes against educational laws, increases students' learning burden, and leads to inadequate implementation of literacy guidance for students.

2.2Teachers lack essential knowledge of Chinese character studies

The so-called character theory refers to the construction basis and composition rules of Chinese characters themselves. Front line Chinese language teachers have not specifically studied the relevant knowledge of Chinese character studies. They lack knowledge of Chinese character studies, such as the origin and evolution laws of Chinese characters, the nature and characteristics of Chinese characters, the separation and analysis of Chinese characters, the principles and functions of stroke order, the differences between radicals and radicals, the differences between components and radicals, and the structural rules of Chinese characters. Due to teachers not understanding the scientific knowledge of Chinese characters, literacy teaching is costly and inefficient, and the inheritance of Chinese character culture is neglected. Professor Jin Wenwei, an expert in literacy teaching research, believes that "scientifically analyzing Chinese characters allows students to have both literacy and Chinese culture; not analyzing Chinese characters wastes valuable educational resources; incorrectly analyzing Chinese characters inherits the wrong Chinese culture."