

Research on the Whole Book Reading Teaching of Junior High School Chinese based on Core Literacy

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Abstract: The development of The Times and the progress of society are reflected in all aspects of life, promoting the continuous advancement of the education cause. The country's development increasingly requires high-quality, comprehensive talents. As a result, the "Compulsory Education Chinese Curriculum Standards" (2022 Edition) emerged. One of its most prominent features is to focus on cultivating students' core literacy and strengthening the educational orientation of the curriculum. This article is titled "Research on the Whole Book Reading Teaching of Junior High School Chinese Based on Core Literacy", aiming at the cultivation and development of core literacy for students in the junior high school stage of compulsory education, with the fundamental goal of fostering virtue and nurturing talent, and effectively improving the quality of talent cultivation. Based on the current teaching situation, this paper proposes a teaching strategy for the whole book reading of junior high school Chinese based on core literacy, tests the feasibility of the strategy in educational and teaching practice activities, provides teaching references for front-line junior high school Chinese teachers, and guides junior high school students to gradually form the correct values, essential qualities and key abilities needed for personal development in the process of "whole book reading" learning. This article will be discussed from four parts: introduction, concept definition, investigation and analysis of the current situation of whole book reading teaching in junior high school Chinese based on core literacy, and teaching strategies of whole book reading teaching in junior high school Chinese based on core literacy.

Keywords: Core Literacy, The Whole Book, Reading the Whole Book.

1. Introduction

With the rapid development of society, the new era increasingly needs talents with high comprehensive qualities and all-round abilities. In order to adapt to the development of The Times, education is constantly carrying out curriculum reforms. The "Compulsory Education Chinese Curriculum Standards" (2022 Edition) clearly points out the core qualities that students in the compulsory education stage must possess, such as cultivating cultural confidence, learning language application, developing thinking ability, and engaging in aesthetic creation, to adapt to students' lifelong learning and development. Whole book reading has become a hot topic in the education field in recent years. Teachers and students are paying more and more attention to whole book reading. In the 2022 version of the new curriculum standards, the goals, contents and requirements of "whole book reading" are solemnly expounded. Despite attracting much attention, due to various issues such as the time-consuming and labor-intensive nature of reading the entire book, the tight teaching hours of teachers, the low interest of students in reading, and the insufficient attention of parents to their children's reading of the entire book, the improvement of the core literacy of junior high school students through reading the entire book has not been fully achieved so far in educational and teaching work. Through my internship experience and questionnaire survey, I have discovered the problems in the whole book reading of junior high school students at the present stage. I have proposed practical and feasible solutions from multiple aspects such as students, teachers, parents and society. I hope these solutions can provide inspiration for front-line junior high school Chinese teachers to better conduct whole book reading teaching and promote the improvement of the core literacy of junior high school students.

2. The Current Situation of Whole Book Reading Teaching in Junior High School Chinese based on Core Literacy

At present, although the whole book reading teaching of junior high school Chinese based on core literacy is widely mentioned, it still faces many challenges at the practical operation level. On the one hand, students' insufficient reading interest has become a key factor restricting the promotion of reading the entire book. Under the pressure of exam-oriented education, students tend to read in a fragmented way and find it difficult to devote sufficient time and energy to in-depth reading. On the other hand, the teaching methods and approaches of teachers also urgently need to be improved. Some teachers lack innovation in the teaching of reading the entire book and still follow the traditional lecture-based teaching mode, resulting in students passively accepting knowledge and lacking the space for active thinking and exploration.

2.1. Junior High School Students have Insufficient Interest in Reading the Entire Book

The interest of junior high school students in reading whole books needs to be improved. Junior high school students have a relatively clear understanding of reading whole books, but there are also some junior high school students who choose to complete the reading of whole books under external pressure. The reading of the entire book does not arouse students' strong interest. Compared with the reading of short articles, reading the entire book requires junior high school students to spend more time and energy. They need to be interested in the content of the book and have a strong thirst for knowledge

about excellent culture. Many junior high school students do not have a systematic and in-depth understanding of excellent traditional Chinese culture. This is why some students even need to be accompanied and supervised by their parents and teachers to complete this task. Mandatory requirements and restrictive methods cannot make students read actively and voluntarily, and the quality and quantity of reading also have to be rethought.

2.2. Junior High School Students Lack the Method of Reading the Entire Book

Junior high school students do not have a complete grasp of the methods of reading whole books, and there is still a demand for school Chinese teachers to impart the methods and strategies of reading whole books. They often lack effective guidance and strategies during the reading process, resulting in low reading efficiency and difficulty in deeply understanding the content and ideas in the books. When reading the entire book, many junior high school students merely skim through the storylines, while neglecting in-depth analysis and reflection on aspects such as the characters' images, the main ideas, and the cultural background in the book. This superficial way of reading not only fails to enhance students' reading ability, but also makes it difficult to stimulate their interest and enthusiasm for reading. Therefore, schools and teachers need to strengthen the guidance and training on the whole book reading methods for junior high school students, helping them master effective reading strategies and improve reading efficiency and quality.

2.3. Teachers Have Insufficient Understanding of the Reading of the Entire Book and Core Literacy

Junior high school Chinese teachers have an insufficient understanding of "whole book reading" and "core literacy", and there are still cognitive deviations. They need to further study the Chinese curriculum standards for compulsory education, deeply understand the relationship between the two, and master the theoretical basic knowledge to guide the teaching practice of whole book reading. Although front-line Chinese language teachers in junior high schools have a certain understanding of the teaching of whole book reading and the core literacy of students' development, the implementation situation in actual teaching is not ideal. The teaching of whole book reading has not yet met the requirements of the "Compulsory Education Chinese Curriculum Standards" (2022 Edition), and at the same time, it does not target the core literacy of students' development. The teaching activity of reading the entire book has not been fully implemented and has a tendency towards formalism. Cultivating students' core literacy through the teaching of reading the entire book only stays on the surface.

2.4. In Teaching, The Reading of the Entire Book and Core Literacy Were Separated

The entire book contains rich humanistic knowledge and spiritual connotations. Reading the entire book is helpful for students to improve their core literacy [1]. However, in student surveys, it is shown that some teachers lack the awareness of humanistic accumulation and sometimes neglect the cultivation of students' core literacy in the teaching process of reading the entire book, separating the reading of the entire book from the deepening of students'

core literacy. They often only focus on the storylines on the surface of books, while neglecting the profound humanistic spirit and scientific knowledge contained therein. This teaching method leads to students being unable to fully and deeply understand the content of the books during the reading process, nor can they internalize the knowledge they have learned as their own core literacy. In order to change this situation, teachers need to re-examine their teaching methods, closely combine the reading of the entire book with the cultivation of core literacy, so that students can not only appreciate the plot of the story during the reading process, but also understand the humanistic spirit and scientific knowledge therein, thereby achieving an all-round improvement of core literacy.

3. Teaching Strategies for Reading whole books in junior high school Chinese based on Core literacy

The core literacy for the development of Chinese students, with "all-round developed individuals" at its core, is divided into three aspects: cultural foundation, autonomous development, and social participation. It is comprehensively manifested as six major qualities: humanistic accomplishment, scientific spirit, learning to learn, healthy living, responsibility and commitment, and practical innovation [2]. This article takes the reading of the entire book as a reference and takes three aspects: cultural foundation, autonomous development, and social participation as entry points to sort out the cultivation strategies of core literacy for junior high school students in the teaching process of reading the entire book. Through the research on the teaching strategies of core literacy, it provides a reference for front-line junior high school Chinese teachers to improve the quality and efficiency of the whole book reading teaching, and further cultivates students' core literacy.

3.1. Teaching Strategies based on Students' Autonomous Development

Jaspers once said, "Education is one tree shaking another, one cloud pushing another, and one soul awakening another [3]." How to awaken students' souls has been the subject of much thought by many educators. The prerequisite for awakening students to read the entire book is that the teacher has carried out self-awakening, that is, the teacher has a clear self-awareness, correct self-choice, solid cultural knowledge, and has made arduous efforts on the road of education.

3.1.1. Awaken Students' Ability to Learn by Reading the Entire Book

To awaken students to read the entire book, it is necessary to arouse their interest in reading the entire book first. It is somewhat difficult to cultivate students' core literacy of learning how to learn through reading the entire book. Qian Menglong, a senior teacher in Shanghai, proposed the reading teaching model of "Three Main and Four Styles" based on practice. The so-called "Three Main" refer to "students as the main body, teachers as the leading role, and training as the main line [4]". Ensure that students are the main body of reading absorption, the main body of overall cognition, and the main body of core literacy development in the entire book reading teaching process. On the one hand, the recommended full-book reading list in the appendix "Suggestions on In-Class and Out-of-Class Reading Materials" of the "Compulsory Education Chinese Curriculum Standards"

(2022 Edition) is mostly highly story-driven or interesting, suitable for students' age characteristics, and can satisfy students' curiosity about nature and social life. For instance, in the recommended reading material "Journey to the West", there are vivid and lifelike illustrations. Teachers can extract the illustrations and let students express themselves freely. Students with high Chinese language proficiency are required to write stories based on the illustrations. Since the illustrations are drawn based on the storylines in the books, after a series of preparations by the teacher and independent practice by the students, the teacher finally explains the illustrations with the stories written by the authors in the books, thereby stimulating the interest of the students and the reading materials with a large number of illustrations, and improving the core literacy. On the other hand, teachers can fully utilize the characteristics of junior high school students' curiosity and their tendency to follow their teachers. They can attract students' attention around the infectious storylines throughout the book and use the method of "If you want to know what follows, go and read by yourself" to lead students into the group of reading the entire book. For example, teachers can teach classic storylines in "Journey to the West" such as "Sun Wukong's Rebellion in Heaven", "The True and False Monkey King", and "Three Battles against the White Bone Spirit", allowing people to feel the charm of excellent Chinese culture in the tense and intense plots and stimulate their interest in reading the entire book. Make full use of the strong teach-oriented nature of junior high school students, that is, give full play to the exemplary role of teachers. Teachers should read the entire book actively and proactively. For example, after reading "Journey to the West", teachers can share their reading insights with students and tell them about the experience of the four disciples of Tang Seng who went through ninety-eighty-one difficulties and finally obtained the true scriptures. It is also possible to take the classic characters in the masterpieces as the entry point to stimulate students' willingness to read the entire book. During the teaching process, efforts should be made to identify the students in the class who insist on reading the whole book. Let the student speak around "reading the whole book" and "excellent Chinese culture", and guide and praise the student. In this way, it is conducive to the generation of students' personal pleasure in reading [5]. In the era of fragmented reading, it is necessary to enhance students' sense of identity with excellent Chinese culture, encourage them to pick up books, and cultivate their core literacy of learning how to learn.

3.1.2. Awaken Students to a Healthy Life of Reading the Entire Book

A healthy life mainly refers to the comprehensive manifestation of students in terms of self-awareness, physical and mental development, and life planning. It is specifically manifested as the cherishing of life, the soundness of personality development, the ability of self-management, etc. When teachers help students make plans to read the entire book and urge them to read regularly, quantitatively and with quality, they are developing a healthy life of students' core literacy. Making a plan can be considered from two dimensions. On the one hand, a class reading plan is formulated. Taking the class as a unit, teachers organize students to jointly formulate a reading plan and reading convention that are in line with the students in the class. In the actual teaching process, teachers should introduce more precise extracurricular learning materials according to different age groups and students' different personalities and

interests [6]; Then guide students to make reading plans, including questions such as how many reading classes should be taken in one semester, how many books should be read in one semester, and what work needs to be done in the process of reading the entire book. Teachers should respect students' ideas and suggestions and trust them. The last step is implementation. The class reading plan jointly formulated by teachers and students should be carried out on time, in quantity and with quality. Teachers should supervise and inspect the students' reading of the entire book in the class in a timely manner and give full play to the reward and punishment mechanism. On the other hand, teachers should guide students to make personal plans. The plan for an individual to read the entire book should first enable junior high school students to have a correct self-awareness and recognize the stage they are at. Secondly, encourage students to formulate personalized reading plans for the entire book. Teachers should fully understand each student. They should not only focus on the commonalities of the reading plans but also give full play to the differences among students [7].

3.2. Teaching Strategies based on Students' Cultural Foundation

Based on students' cultural foundation, conduct the teaching of reading the entire book to help students accumulate humanistic background and cultivate scientific spirit. In-depth reading of the entire book is one of the important ways to cultivate students' core literacy and an unavoidable topic for front-line Chinese language teachers to guide students to deeply read the entire book. In-depth reading requires junior high school students to distill the content of the entire book and learn to express the entire book with their own viewpoints. Deeply reading the content of the entire book is a literary work with certain cultural background and scientific spirit, and it is the existing cognitive achievement of mankind. In-depth reading of the entire book enables students to fully mobilize their perception, thinking, emotions, values, etc. and devote themselves wholeheartedly to the entire book, generating resonance between the reader and the author [8].

3.2.1. Deeply Read the Humanistic Background of the Entire Book

To cultivate the core literacy of students' humanistic background, it is necessary to focus on guiding students to consciously pay attention to knowledge in aspects such as humanistic accumulation and humanistic sentiments. That is, junior high school students are required to pay attention to accumulating knowledge in the field of humanities from ancient and modern times, at home and abroad during the process of reading the entire book, have a people-oriented awareness, respect the value of life, and have a certain aesthetic taste. Reading the entire book is an interdisciplinary teaching activity. Students gain knowledge in different fields and accumulate and master reading methods by reading different types of books. Before students read the entire book, emphasis is placed on the training of association and imagination to promote the accumulation of humanistic knowledge and emotions among students [9]. Teachers consciously guide students to exert their abilities of imagination and association, to associate, mobilize and stimulate the students' existing basic knowledge of reading the entire book and life experiences, and integrate and construct a more rigorous knowledge system on the basis of the students' existing knowledge. Allow students to conduct

group cooperative exploration, choose the sentences that touch them the most, exchange and discuss their thoughts and gains, and associate whether there are similar descriptions in the entire book they have read before, as well as the similarities and differences between the two. Finally, each group sent a representative to share the achievements of their group. After a set of work, not only was a lively class that students liked delivered, but also a deep impression was left on them. During the subsequent reading of the entire book, it was not difficult for students to make relevant associations and imaginations, feel the joys and sorrows of the characters, communicate and have dialogues with the author, and accumulate humanistic qualities.

3.2.2. Deeply Read the Scientific Spirit of the Entire Book

Guide students to read on the basis of a correct understanding of themselves, and help them develop the core literacy of scientific spirit such as rational thinking, critical questioning, and exploration. First, cultivate students' rational thinking, that is, guide students to develop the awareness of advocating true knowledge during the reading process, use scientific methods and reading principles to read the entire book, be able to understand and master the framework structure of the entire book, build the core points of the entire book, and form a system diagram. Respect the objective laws expounded in books, verify whether the theories are reliable and in line with real life in life and study. After successful verification, try to guide practice and solve problems in life with a scientific way of thinking. Second, stimulate students' ability to criticize and question. Pay attention to guiding students to have a problem awareness when reading the entire book, to have their own ideas about the content of the book, to dare to question, and let students understand that books are not "golden rules and completely correct". Teachers can organize relevant activity classes, collect the points of students' doubts in class, and have everyone exchange and discuss together. For instance, after reading "Camel Xiangzi", students find it difficult to understand "Why Xiangzi, after experiencing three ups and downs, is unwilling to make further efforts and chooses to live a negative life instead, preferring to become a walking corpse?" Based on this, the teacher unfolds and triggers students' thinking and discussion. Effective interaction and communication are very necessary for the student group. During the communication, they express their needs and ideas to each other, and convey their reading feelings to vent their personal emotions [10], guiding students to find the "last straw" that broke Xiangzi throughout the entire book. Having lost his wife, children, money and hope, Xiangzi had no motivation to strive anymore. After years of struggling and encountering bad people, his savings were eventually swindled away. Now Xiangzi had nothing left and could see no hope of living. Under the guidance of teachers, students are the main body of learning and discover and solve problems by themselves. After intense and tense discussions, the principle of seeking common ground while reserving differences is very important. When students put forward different viewpoints, teachers should not immediately give a right or wrong evaluation and then let students explore the answers. There are no answers in the books. We might as well learn about the author, such as his life story, writing background, and similar books, and explore possible answers to the problem from the clues. Cultivate students' spirit of daring to explore. In the process of reading, cultivate students' scientific spirit of speaking with facts, dare

to question and ask difficulties, and dare to verify theories through practice, so that knowledge can better serve themselves.

3.3. Teaching Strategies based on Students' Social Participation

The essential attribute of human beings is the social attribute. We live in society and need to interact with others all the time. As a member of society, we have the responsibility and obligation to take responsibility and give full play to our light and heat in the process of participating in society. Then, when discussing the reading of the entire book based on students' social participation, it mainly emphasizes that students can correctly handle the relationship between themselves and society, take the core socialist values as the guideline, cultivate the correct character and key abilities that meet the needs of society, master and apply the excellent achievements of human civilization, in order to adapt to the development of The Times, undertake social responsibilities, establish an innovative consciousness and enhance practical abilities in social life. Constantly pursue technological innovation to promote the forward development of society.

3.3.1. Reflect on the Responsibility and Commitment of Reading the Entire Book

Tolstoy believed that "If a person has no enthusiasm, he will achieve nothing, and the starting point of enthusiasm is precisely a sense of responsibility [11]." Reflecting on reading the entire book means that students should reflect on society, life and themselves after reading the entire book, learn the noble personalities of the distinct characters in the entire book, and awaken students' sense of responsibility. First of all, students should be made to see their own importance, understand themselves, and cultivate the self-reflective weapon of responsibility that dares to take on responsibilities. Secondly, it is necessary to make students understand that the classmates and friends around them are very important. Life is full of coincidences and unknowns. Maybe a word or an action from you will change their life. In the entire book reading teaching, bring more obvious cultivation of core literacy to students and construct a more efficient new Chinese language teaching classroom [12]. Through reading "The Wandering Life of a Poor Child", understand the different cultures of different countries, respect cultural diversity and enhance international understanding. Reading can nourish a seed that is positive, sunny and confident, and this seed is precisely the millions upon thousands of readers. During the process of reading, junior high school students discover a rich variety of character images, experience the real and touching character dialogues, appreciate the ups and downs of the storylines, activate their correct values, set goals for striving, and shoulder responsibilities and missions.

3.3.2. Reflect on the Practical Innovation of Reading the Entire Book

Improve students' quality of practical innovation through reflective reading. Practical innovation mainly refers to the formation of practical ability, innovative consciousness and innovative behavior by students in their daily activities. The cultivation of core literacy of practical innovation can be considered from two aspects: one is to innovate reading methods, and the other is to guide practical innovation with theory. Innovative reading methods require teachers to hold various forms of competitions within the class based on the

reading situation of the entire book or organize activities in the form of group cooperative exploration, exchange experiences and insights, set up reading corners, create an atmosphere for reading the entire book, and truly provide a reading platform for students. Reading a whole book should not merely focus on one book. Teachers should guide students to expand and extend their reading, constantly apply what they have learned to reading practice, achieve knowledge transfer, and truly cultivate students' core literacy of practical innovation through reading. Promote the solution of reading problems through the diversity of reading. There are different reading methods for the entire book reading. Practical innovation exploration should be carried out in all reading, and appropriate creative reading should be selected [13]. That is to say, teachers should help students expand their knowledge by reading the entire book, collect different books of the same author, search for the author's life experiences between the lines, and experience the author's unique writing style. Collect books of the same theme by different authors, experience the differences in their descriptions and whether their emotions are consistent, and fill students' knowledge system from point to surface. Expand the reading of the entire book in the order from easy to difficult and from simple to complex, in line with students' acceptance ability and better satisfy their thirst for knowledge. Secondly, by reading the entire book to absorb the theoretical knowledge in it, it can guide life practice and promote practical innovation, which can be theoretical innovation, innovative thinking, or the creation of new products. Cultivate students' core literacy of practical innovation through the reading of the entire book, help students form good disciplinary literacy, and adapt to the requirements of The Times.

4. Conclusion

To sum up, the teaching of whole book reading in junior high school Chinese based on core literacy requires teachers to follow the physical and mental development laws, age characteristics and cognitive levels of students, select the whole book reading content suitable for junior high school students, provide stratified guidance on reading for students of the same age group but at different development levels, teach students to independently formulate reading plans, and have group cooperation, communication and sharing of reading experiences. Enable students to develop good reading habits, broaden their horizons and accumulate knowledge after reading the entire book, so that they can actively engage in language learning and application, thereby achieving the teaching goal of coordinated development of students' knowledge, ability and quality. Through questionnaire surveys, problems in the implementation of the "Compulsory Education Curriculum Standards" by students and teachers in the teaching of whole book reading and the cultivation of core literacy were discovered. In response to the emerging problems, solutions were proposed from three aspects: based on students' cultural foundation, autonomous development, and social participation. Cultivate students' core literacy by awakening them to read the entire book, conducting in-depth reading of the entire book, and reflecting on reading the entire book, stimulate their interest in reading the entire book, teach them strategies for reading the entire book, develop their ability to read the entire book, strengthen their perception of reading the entire book, and cultivate their awareness of connecting reading with practice. Promote students to become socialist builders and successors with humanistic background,

scientific spirit, the ability to learn, healthy living, responsibility and commitment, as well as practical innovation.

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