

Approaches and Framework of College General Education Curriculum Reform from the Perspective of Core Literacy

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Abstract: Core literacy is the embodiment of the basic task of “establishing morality and cultivating people”, and general education helps universities to carry out the basic task of “establishing morality and cultivating people”. The core literacy puts forward some new approaches for the reform of general education curriculum, which include: the combination of general education curriculum and professional curriculum; The value orientation of general education curriculum is “general knowledge spirit”; The core curriculum is taken as the module as the teaching organization form of general education course; In the general course teaching, we should pay attention to the construction of “curriculum thinking and politics”. At the same time, in the perspective of core literacy, the reform framework of general education curriculum also puts forward some enlightenment: in the goal setting of general education curriculum, we should pay attention to the core literacy as the starting point and destination; In the general curriculum teaching concept, we should pay attention to the establishment of the people-oriented education concept; In the course design of general education curriculum, we should pay attention to optimizing and integrating curriculum resources; In the process of general education, we should pay attention to the combination of various teaching methods.

Keywords: Core literacy; Colleges and universities; General education course; Curriculum reform; Diameter and frame

General education, which is an important part of higher education, is a kind of basic language, history, culture and scientific knowledge teaching aimed at students, which makes the knowledge structure of students more reasonable, cultural heritage deeper, personality quality trained, citizen consciousness cultivated and humanistic quality improved comprehensively, The sense of social responsibility and historical mission are constantly enhanced, the meaning and value of life become more abundant, and the ability to adapt to the society has been significantly enhanced^[1] General education has important value and significance for the development of students. Its value and significance are embodied in the following aspects: first, general education helps students to establish correct “three views”, namely world view, life view and value outlook; Secondly, general education can promote the overall development of students; Thirdly, general education is helpful to cultivate high-quality innovative talents; Finally, general education is helpful to the implementation of the basic task of education of establishing morality and cultivating people in Colleges and universities. The key to realize the value and significance of general education lies in the setting and implementation of general education, that is, the realization of the function of general education. Because the general curriculum has an important influence on the realization of the value of general education, and in the process of practical general education, its curriculum function can not be reflected as scheduled, so it is necessary to reform the general education curriculum.

1. Core literacy: a new perspective of general education curriculum reform

(1)The cultivation of talents in Colleges and universities must related to the core literacy

In 2014, the Ministry of Education issued *the opinion document*, which mentioned that the current education needs to pay attention to the implementation of the establishment of moral and human beings“ The study of educational researchers has been aroused by the proposition of “Strengthen moral education and cultivate people”. In this series of thinking, the concept of core literacy emerged. In fact, the word “literacy” has appeared before *the opinion document*, and the background is the quality education.

The “core literacy” provides a new perspective for the reform direction of general education curriculum. Core literacy refers to the core quality of students’ development, mainly refers to the essential character and key ability that students should have and can adapt to the needs of lifelong development and social development^[2] After the core literacy was put forward, it has become the focus of the current curriculum reform. Core literacy is not only the further requirements for the trained talents, but also the foothold of the reform of education and teaching. Core literacy is a kind of talent view with “establishing morality and cultivating people” as the basic task, highlighting the concept of talents with both morality and talent, and reflecting the two-way unity of personal lifelong development and social progress^[3] Core literacy mainly refers to students should have key abilities and characters to meet the current and future challenges and meet the needs of personal development. These key abilities and characters mainly include five factors: health and safety, knowledge base, learning and development, communication with people and citizen consciousness, as shown in Figure 1 below:



The five key elements of core literacy constitute the most critical ability and character required by core literacy. Among them, health and safety factors include health literacy, safety awareness and behavior; The basic elements of knowledge include language literacy, mathematics literacy, scientific literacy, information technology literacy, Art Literacy and humanistic literacy; The elements of learning and development include learning, problem solving and practice, criticism and creation, self-management; The elements of communication include communication and communication, cooperation ability and moral quality; The elements of citizenship consciousness include the consciousness of law and rules, national identity, social responsibility and civil obligation, international consciousness and multiculturalism, and sustainable development consciousness^[4]

2. The significance of core literacy to general education curriculum reform

There are three aspects about the goal of core literacy: first, internal, mainly refers to the inherent and sustainable deepening literacy in the process of individual growth; Second, the main, mainly refers to the individual to cope with the survival and development of society, students should have the main production and development ability; The third is lifelong, which mainly refers to the key ability and character that an individual should possess to adapt to the needs of social development and sustainable development in order to meet the current and the challenges of technological change and globalization^[5] Based on the understanding and grasp of the purpose of general education, the goal setting of general education curriculum should include three aspects: (1) cultivating students' interest in long-term academic and cultural development.(2) Broaden the foundation, communicate with arts and science, let students master the most basic ideological system and research methods in the main academic fields, and form the knowledge and ability structure of joint forces.(3) Carry out quality education of scientific and humanistic spirit, cultivate students' rich and elegant taste, and finally become people with comprehensive quality. Based on this, this paper will discuss the relationship between core literacy and general education curriculum from two aspects of their goals and contents.

(1)The significance of core literacy objectives to the reform of general education curriculum

The ultimate goal of general education course is to cultivate the educated with humanistic spirit, scientific spirit and elegant taste. The core literacy is to pay attention to the cultivation of ability and the cultivation of character. This is related to the development of core literacy. The focus of core literacy is from “knowledge”, to “ability”, to “literacy” formation stage. From the process of core literacy, it can be seen that the core literacy pursues and emphasizes that the educated as an individual can face the actual problems and possible challenges in the living situation, and can use knowledge, ability and attitude to take effective actions to meet the complex needs of the living situation, achieve the purpose or solve the problems. In addition, the core literacy also emphasizes the lifelong learning of learners.

From the comparison of objectives, core literacy is the concrete and rich curriculum objectives of general education courses. Therefore, in higher education, to achieve the purpose of cultivating students' core literacy, the key lies in the setting of general education courses. The general education curriculum should reflect the requirements of core literacy, and achieve the completion of the basic task of establishing the moral education.

(2)The significance of core literacy content to the reform of general education course

The quality required by core literacy includes health literacy, safety awareness and behavior, language literacy, mathematics literacy, scientific literacy, information technology literacy, art literacy, humanities literacy, learning, problem solving and practice, criticism and creation, self-management, communication and communication, cooperation ability, moral quality, law and rule consciousness, national identity Social responsibility and civil obligation, international consciousness and multiculturalism, and sustainable development consciousness. From the specific literacy contained in core literacy, among them, humanities, language, problem solving and practice are also emphasized in the general knowledge curriculum of Humanities and science. Core literacy is the enrichment and extension of general education curriculum. Therefore, the content of the general education course should reflect the core literacy.

3. The reform of general education course in Colleges and universities with the core

accomplishment

The core literacy provides a new perspective and new reform path for the reform of general education curriculum.

3.1 Combination of general education course and professional course

General education and professional education are two parts of higher education. The relationship between general education and professional education is not relative, but a mutually reinforcing and unified relationship. Therefore, in the reform of general education curriculum, we can adopt the combination of general education course and professional course in order to achieve the goal of cultivating students' core literacy.

In the process of integration, we need to take general courses as the foundation and professional courses as the goal. Compared with professional education, general education is the cultivation education for students to enter the professional education, and it is the foundation for the study of professional education. Through the general knowledge course as the foundation, the students' perfect personality is cultivated, so that students can achieve "fine specialty" in the course of studying major. High quality talents must take "fine specialty" as the goal and "broad-minded" as the means to pursue the comprehensive development of students' literacy.

3.2 Value orientation reform of general education curriculum: guided by "general education spirit"

One of the important factors affecting the effectiveness of curriculum reform is its values. In general curriculum reform, in order to achieve good results, the first thing we need to pay attention to is the values of general curriculum reform. "General spirit" is the core of general education. "General spirit" reflects the value orientation, internal purpose and essential requirement of general education. The so-called "general spirit" refers to guiding students to make rational choices through general education, forming correct values, and cultivating students' flexible and open thinking spirit and way to a variety of knowledge^[6]. Therefore, only in the general education curriculum reform, only in the general education curriculum setting, general education curriculum teaching to highlight the general education spirit, can we cultivate the harmonious development of "the whole person" with "the general education spirit", that is, we emphasize the cultivation and development of students' core literacy.

3.3 Reform of teaching organization form of general education course: Taking "core course" as module

In the process of general education teaching, we can adopt the way of "core curriculum" for reform. "Core curriculum" is an emphasis on student-centered learning, around which all learning activities are set up and run. Integrated curriculum is the integration of two or more courses with the same or similar knowledge. And the core quality is the requirement of students' essential character and key ability. Therefore, in the process of general education curriculum, we can integrate the relevant courses with the essential character and key ability of students as the core to form the core curriculum or integrated curriculum. Through the core curriculum or integrated curriculum, not only can strengthen the students' use of the knowledge, but also promote the cultivation and improvement of students' problem-solving ability. In China's first-class colleges and universities, many schools adopt the "core curriculum" as the module to reform the general education curriculum. For example, Peking University, Tsinghua University, etc. For example, Yuanpei College of Peking University has set up five core courses, namely, the module of national feelings and value rationality, the module of international vision and civilization dialogue, the module of classic study and cultural inheritance, the module of mathematical foundation and scientific literacy, and the module of social development and civic responsibility. Through the setting of five core modules, the general education curriculum is integrated, which is more conducive to the cultivation of students' core literacy.

3.4 The soul reform of general education curriculum: armed with "Curriculum Ideology and politics"

"Curriculum ideological and political education" refers to a comprehensive education concept which takes "moral education" as the fundamental task of education by building a pattern of all staff, whole process and whole curriculum education, and forming a synergistic effect between all kinds of courses and ideological and political theory courses. "Moral education is not only the fundamental task of education, but also the embodiment of students' core quality. General education is a kind of humanistic quality education, which includes humanistic education and natural science education. Therefore, in the teaching process of general education, teachers should pay attention to the ideological farewell of teaching. By paying attention to the "Ideological and political course" to give the general education curriculum a new soul, so as to better ensure the cultivation of students' core literacy.

4. The framework of general education curriculum reform from the perspective of core literacy

From the analysis of the relationship between the former part of core literacy and general education curriculum, we can see that core literacy is richer and more specific in content and goal than general education curriculum. General education curriculum is the main practice carrier of general education in higher education. Therefore, the following measures can be taken in the framework design of general education curriculum reform to highlight the goal of cultivating students' core literacy.

4.1 In the course of general knowledge, we should pay attention to the core literacy as the starting point and destination.

From the function and function of the two, general education is the form and carrier of the implementation of the establishment of moral and the core literacy is the concrete content of the establishment of moral. From the concept connotation of the two, general education emphasizes the cultivation of complete people, while the core literacy emphasizes the essential character and key ability. Therefore, from these two points, it seems that general education and core literacy belong to the relationship between form and content. The general education is the main practical carrier of general education in higher education. Therefore, in the setting of general curriculum objectives, we need to take the core literacy of students as the starting point of the curriculum, and at the same time, it also requires that the core literacy of students be the end result of the curriculum reform of general education.

4.2 In the teaching concept of general education, we should pay attention to the establishment of the people-oriented education concept.

The core literacy shows some changes in the educational concept, from the original focus on knowledge and ability, only the position of teachers in the teaching process to the comprehensive development of students and the establishment of the concept of people-oriented. As a complete human training mode (i.e. general education), general education is the main content and form. Therefore, in the teaching concept of general knowledge curriculum, we need to strengthen the integration of people-oriented, harmonious development and sustainable development. In the teaching process, we should also take students as the main body, so as to better reflect and promote the overall development of students.

4.3 In the course design of general education course, we should pay attention to optimizing and integrating curriculum resources.

In the implementation of general curriculum design, teachers should choose curriculum resources based on “core literacy”. In addition, when optimizing curriculum resources, teachers should change their teaching ideas, that is, teachers “use teaching materials to teach” rather than “teaching materials”. Therefore, before teaching, teachers need to design curriculum, expand, select and integrate curriculum resources. Meanwhile, in the process of optimizing teaching content, we need to reflect the scientificity, life and generativeness of teaching, and embody the unity of humanistic spirit and scientific spirit. Through the optimization and integration of curriculum resources, the curriculum goal of cultivating students’ core literacy of general education course can be achieved.

4.4 In the process of teaching implementation of general education, we should pay attention to the combination of various teaching methods

Both general education and core literacy emphasize the cultivation of citizens with social responsibility and practical ability to solve problems. From this point, we can see that general education and core literacy are both concerned with the practical use of students’ knowledge. Therefore, in the implementation of general education, educators should pay attention to the practical use of knowledge and the cultivation of students’ problem-solving ability. The ability of students to solve problems is not only the influence of the degree of knowledge mastery, but also the influence of the degree of knowledge transfer. Therefore, in the process of general education, teachers should adopt the combination of situational teaching, inquiry teaching and research learning. According to the content of the course, the existing experience and knowledge level of students and teaching conditions, the teaching methods are selected and integrated to help students improve their ability of problem solving and knowledge transfer, so as to facilitate the cultivation and development of students’ core literacy.

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