

The Practical Path of Core Literacy Cultivation in Primary School Mathematics Classroom Teaching

Yinghao Wang¹, Jingchuan Ni²

¹*Yongkang Teaching and Research Office, Yongkang, Zhejiang, 321300, China*

²*School of Teacher Education, Zhejiang Normal University, Jinhua, Zhejiang, 321300, China*

Keywords: Primary school mathematics, classroom teaching, core literacy

Abstract: With the continuous in-depth implementation of quality education in recent years, primary school teaching of core literacy has become the core content of primary school teaching at this stage, especially the original traditional teaching model no longer meets the current teaching needs of students. Therefore, it is necessary to cultivate the comprehensive development of students' comprehensive ability through core literacy. In the current stage of teaching, teachers are more and more frequent in cultivating students based on core literacy. Designing effective core literacy teaching activities according to students' learning needs can help students to express their core literacy. The use of core literacy teaching in primary school mathematics teaching can effectively improve students' performance. Therefore, in the current stage of teaching, it is necessary to find effective teaching measures to cultivate students' comprehensive ability and develop effectively according to core literacy ^[1].

1. Introduction

With the continuous and in-depth implementation of the new curriculum reform, the new curriculum reform has put forward new requirements in the current curriculum reform. The primary school subjects should build a core literacy teaching system, with the ultimate teaching goal of cultivating students' core literacy. Therefore, in the current stage of primary school mathematics teaching, students should not only master the necessary theoretical subject knowledge and learning skills, but also cultivate their own core literacy in mathematics classroom teaching. Cultivating students' core literacy in primary school plays a very important role in the life of students. Therefore, in the current stage of teaching, it is necessary to change the traditional teaching mode to conform to the trend of teaching development of the times, and use core literacy in primary school mathematics classroom teaching to cultivate the comprehensive development of students' comprehensive ability, so as to provide the necessary development conditions for the all-round development of primary school students ^[2].

2. Composition and Significance of Primary School Mathematics Core Literacy

With the continuous and in-depth implementation of quality education in recent years, core literacy has become a high-frequency hot word in education at this stage, and has received

widespread attention in all stages of learning. According to the different learning situations of students, there are different understandings of the specific core literacy. Among them, students gradually form the necessary characters and key abilities to adapt to personal life-long development and social development in the process of receiving the education of the corresponding stage. Core literacy is very important for students in each stage of learning^[1]. For example, the core literacy of primary school mathematics is basically composed of three aspects, including mathematical knowledge, mathematical thinking, and mathematical humanities. The entry point of mathematical awareness is basically based on the various mathematical knowledge that students have mastered. In the process of learning, students can flexibly use the various mathematical knowledge they have learned to solve common mathematical phenomena in life, and can form a form that belongs to the students themselves. The mathematical application method can effectively improve students' flexible application of various learning knowledge, thereby effectively improving students' mathematical performance. The starting point of mathematical thinking is that students learn a variety of mathematical theoretical knowledge. Primary school students transition from the stage of learning mathematical knowledge to the stage of having learnt mathematical knowledge, and students can use the mathematical knowledge they have learned to solve common daily mathematical problems. Its own thinking operation solves various mathematical problems that appear in students' learning, thereby effectively improving students' self-confidence in mathematics learning. The entry point of mathematical humanities is students' own motivation to learn mathematical knowledge, as well as students' own aesthetic and expressive ability. Only when students have enough enthusiasm for mathematical knowledge can they consciously learn relevant mathematical knowledge and use their own Learn the mathematical knowledge to understand the various charms of mathematics. The only way to cultivate students' core literacy in primary school is to continuously learn various mathematical knowledge to enrich themselves, improve their own academic performance, and promote the comprehensive development of students' comprehensive abilities. The core literacy of mathematics in primary school is the crystallization of wisdom generated by students' continuous learning, which can effectively help students solve various mathematical problems in daily learning and cultivate the rapid development of students' mathematical thinking ability. Improve the learning efficiency of students in the classroom, and truly make the teaching efficiency of the classroom achieve the expected teaching effect to meet the teaching needs of the new curriculum reform on the core literacy at this stage^[3].

3. Strategies for Cultivating Core Literacy in Primary School Mathematics Classroom Teaching

3.1 Teaching Students in Accordance with Their Aptitude, Analyzing Teaching Materials, and Cultivating Students' Core Literacy

The cultivation of students' core literacy in primary school is also inseparable from the learning of basic mathematical knowledge. The learning of various basic knowledge in primary school lays the foundation for students to learn mathematical knowledge later, such as the learning of various mathematical formulas, mathematical concepts and mathematical definitions. It is to lay a solid foundation for future study. In addition, mathematics learning in primary school still requires teachers to guide students to learn according to the textbooks. Students in primary school have not developed good study habits and independent learning attitudes, and still need teachers to guide them. The primary school textbooks are carefully editorial and are the most suitable for students' current learning. Therefore, in the process of teaching students, teachers also need to teach students according to the textbooks to fully cultivate students' accumulation of mathematical knowledge. It is necessary to teach students to effectively grasp the difficult points in mathematics textbooks, and

at the same time, teachers should also attract students' interest in learning according to the teaching materials. In the process of explaining, teachers can conduct scientific analysis according to the content explained in the textbook, and fully combine the investigation and classroom explanation content in classroom teaching to cultivate students' mastery of mathematical knowledge. Although primary school students have mastered some mathematical knowledge, the knowledge mastered by primary school students is the most superficial, and teachers need to continue to guide students to learn more profound mathematical knowledge. For the explanation of teaching materials, for example, when students are learning the knowledge points of square area, teachers should fully combine the learning progress of students with the content of classroom explanations. At the same time, they can also guide students to improve their interest in the study of square area according to various teaching methods. For example, students can deduce the calculation formula of square area independently in classroom learning, help students to use the square area formula they master in classroom teaching to solve the problems encountered in the learning, and really helps students to use core literacy to master the effective cultivation of comprehensive ability in mathematics classroom teaching in primary school. In teaching, teachers should also fully exploit the teaching effect of teaching materials on students, effectively combine teaching objectives with core literacy, and help students to comprehensively cultivate comprehensive abilities under the guidance of core literacy [4].

3.2 Infiltrate Core Literacy Teaching in the Process of Problem-Solving Ability Training

After a period of systematic study, primary school students can already master some simple mathematical basic knowledge and apply it to problem solving, and students' mathematics learning at all stages must be applied to problem solving. Whether students use the knowledge learned flexibly to solve the problems encountered in mathematics is a learning task that runs through the students' entire learning career. The learning of mathematics in primary school is not only to lay the foundation for future mathematics learning, but also to help students learn mathematics and apply mathematics knowledge to solve difficult problems. During the process, the students' answers to mathematical problems run through the students' learning career, whether in the current stage of learning or in the subsequent learning process. Therefore, cultivating students' problem-solving ability in primary school has a very important impact on students' later life and study [5]. Cultivating students' problem-solving thinking in elementary school can effectively cultivate students' own mathematical problem-solving thinking and problem-solving skills. In the process of cultivating students' problem-solving thinking, students can gradually develop core mathematical literacy to develop comprehensive abilities. Comprehensive training, therefore, infiltrating the core literacy in the cultivation of students' problem-solving ability can help to cultivate the comprehensive development of students' comprehensive ability. For example, in the problem-solving in elementary school, teachers can set some problems close to life in the classroom to attract students. To answer, for example, Xiaoming goes to the store to buy pencils, and it costs 50 cents to buy one pencil. Xiaoming buys six pencils, so how much does Xiaoming need to bring to buy all the pencils? To solve this problem, you must first ask students to contact the multiplication knowledge they have learned, based on this, students can communicate and increase the participation of all students in solving problems in the classroom. These problems can really be integrated into students' classroom learning, and at the same time, students can not only exercise in the process of solving problems. It improves students' mathematical thinking, and also allows students to review their previous knowledge. Therefore, in the process of solving mathematical problems at the current stage, infiltrating the teaching of core literacy can effectively cultivate students' problem-solving ability and mathematical logical thinking. At the same time, the use of this teaching method in the current

primary school mathematics teaching is also a teaching method that is most in line with the students' learning state. Using core literacy to penetrate teaching can effectively meet the comprehensive training of students' comprehensive ability ^[6].

4. Conclusions

To sum up, the core literacy has been comprehensively deepened in the teaching aspect in the implementation stage of the new curriculum reform. At the same time, in the primary school teaching, the goal of building morality and cultivating people has been exerted, and it has achieved relatively good development results in promoting the classroom teaching of primary school mathematics. In the teaching of primary school, it enriches the teaching content and improves the efficiency of classroom teaching. At the same time, it also provides certain support for the implementation of the new curriculum reform at this stage, and effectively realizes the comprehensive development of the cultivation of primary school students' core literacy ^[7].

References

- [1] Ji Qiuxia.(2013) *Exploration on Group Cooperative Learning in Primary Mathematics Classroom [J]. Science Popular (Science Education)*, 03.
- [2] Li Qiaoer. (2014) *Thinking and Practice of Primary School Mathematics Game-Based Learning under the Background of the New Curriculum [J]. Education Guide*, 08.
- [3] Xin Aike. (2013) *Reflections on the Integration of Information Technology and Primary School Mathematics Curriculum under the New Curriculum Standard [J]. Journal of Hunan First Normal University*, 04.
- [4] Xu Zhongli. (2015) *A Research Review on Strategies to Improve the Teaching Effectiveness of Mathematics Concepts in Primary Schools [J]. Journal of Nanchang Institute of Education*, 03.
- [5] Liu Li. (2018) *Infiltrating Core Literacy Teaching in the Process of Problem-Solving Ability Training [J]. Journal of Nanchang Institute of Education*, 83.
- [6] Liu Long. (2019) *Cultivation Strategies for Core Literacy in Primary School Mathematics Classroom Teaching [J]. Education Guide*, 08.
- [7] Zhang Xin. (2013) *The Composition and Significance of Primary School Mathematics Core Literacy [J]. Science Popular (Science Education)*, 03.