

Research on Core Literacy Promotion Strategy of W Higher Vocational College Students in Henan Province in the Double Reduction Era of China

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Abstract: The national "14th Five-Year Plan" clearly points out that we should cultivate the prospective teachers who have the spirit, strong adaptability, dare to explore and other abilities. As a training base of prospective teachers, higher vocational colleges should constantly pay attention to the cultivation of core qualities of normal university students' emotion, knowledge and ability. The policy of "double reduction" puts forward new requirements for in-service teachers, and also brings unprecedented opportunities and challenges for the training of higher vocational normal university students. Based on this, this paper starts with the connotation of the core quality of normal university students in higher vocational colleges, takes W vocational colleges in Henan Province as an example, analyzes the difficulties faced by the cultivation of normal vocational students in Henan Province in the era of double reduction, and puts forward the strategy of improving the core quality of normal vocational students in Henan Province in the era of double reduction.

1. Introduction

National "difference" development plan clearly pointed out: "normal education needs to conform to the development trend of The Times, constantly update normal training concept, break the traditional single, homogeneity normal education mode, strengthen the humanistic quality, education feelings, ethics as the connotation of the core literacy training, meet the national demand for high quality teachers in the new period"^[1]. The introduction and implementation of the "double reduction" policy has put forward higher requirements for the cultivation of normal university students. As the key training base of normal university students in various disciplines, W higher vocational colleges in Henan Province should shoulder the heavy responsibility of implementing national policies and cultivating high-quality normal university talents for the country. Therefore, W higher vocational colleges in Henan Province need to constantly pay attention to the improvement of the core quality of normal university students, and accelerate the implementation of "double reduction".

2. Core literacy connotation of normal university students in higher vocational colleges

Core literacy refers to the professional knowledge, various abilities and attitudes that individuals must have to realize their self-development, integrate into the society and the work field. Based on the concept of core literacy, from the perspective of normal university students, the core literacy of normal university students can be defined as: the collection of educational professional knowledge, educational ability and educational work attitude that normal university major students must have after graduation. In the certification standards of normal university majors proposed in China in 2018, new requirements are put forward for normal university students from the aspects of practicing teachers' ethics, knowing teaching, learning to educate and develop. At the same time, the introduction of the "double reduction" policy also brings great challenges to the teaching practice and future development of normal university students. Based on the concept of core quality of normal students, this paper expounds the connotation of core quality of normal students from the following four aspects.

2.1 Love to teach

From the perspective of educational attitude, "love of education" refers to that normal university students need to have good and noble ideological and moral character and educational cultivation, be full of enthusiasm for education, and have patience and love for students. Compared with other professions, teachers have strong stability, but the work content is more complex and tedious. In the early stage of participating in teacher work, especially in the era of double reduction, normal university students will inevitably encounter many difficult educational problems. At the same time, long-term repetitive and tedious teaching work will also promote normal university students to enter the job burnout period after participating in work for a period of time. Therefore, normal university students need to have a good "love of education" quality. Only by loving education and firmly engaged in education, can they complete the real mission of educators in the era of Chinese double reduction, and constantly improve their own ideological and moral character, educational cultivation and other core qualities^[2].

2.2 Understand the teaching

From the perspective of educational professional knowledge, "understanding teaching" refers to the higher vocational normal university students need to have multidisciplinary professional knowledge and educational skills, and to understand that "teach according to people" and "teach students in accordance with their aptitude". As a prospective teacher, higher vocational normal university students should not only make clear about "what to teach", "how to teach" and "how to teach", but also achieve the combination of teaching and education on the basis of their own professional knowledge and education. In the era of double reduction in China, higher vocational normal university students need to understand and understand what the "double reduction" is, study the connotation of double reduction seriously, constantly carry out teaching practice, fundamentally improve their professional knowledge quality, achieve the integration of educational knowledge and professional knowledge, and constantly improve their teaching ability quality.

2.3 Le learn

"Joy learning" means that higher vocational normal university students need to have core qualities such as lifelong learning, career planning and sustainable development. The era of double reduction in China requires higher vocational normal university students to constantly enrich their

own knowledge and literacy, not only enhance and deepen their own knowledge structure, perfectly integrate the knowledge of various disciplines, constantly meet the development needs of education work, and constantly meet their own personalized development and learning needs.

2.4 Good thought

"Good thinking" means that higher vocational normal university students need to have good self-reflection ability and literacy, to be willing to evaluate, good at summary. Self-reflection this core quality requires higher vocational normal university students to have a more profound and clear understanding of their many shortcomings in the education work through continuous and uninterrupted self-reflection. In the era of double reduction in China, students need to be regarded as the main teaching body, strengthen the communication between teachers and students, and effectively reduce students' academic burden. Therefore, higher vocational normal university students need to deepen their thinking on "double reduction", constantly reflect on the problems existing in learning and teaching practice, and apply good knowledge quality, professional quality and attitude to teaching practice^[3].

3. The dilemma of the core literacy cultivation of Normal University Students in W Higher Vocational Colleges in Henan Province in the Era of Double Reduction in China

Whether the training strategy of higher vocational colleges for normal university students is correct and effective in the era of Chinese double reduction determines whether the higher vocational normal university students can have good core literacy. As the training base of Henan Province, W higher vocational colleges in Henan Province shoulder the responsibility of providing high-quality teacher resources for all regions of Henan Province. In the era of double reduction in China, W higher vocational colleges in Henan Province carry out teaching practice reform in various aspects in order to implement the national needs of talent training for prospective teachers. In recent years, W higher vocational colleges in Henan Province have paid more and more attention to the core quality improvement of normal university students. However, the current situation of the core quality training and improvement of normal university students in W higher vocational colleges in Henan Province is not optimistic. The core quality improvement of normal university students in W higher vocational colleges in Henan Province has long been trapped in the following three difficulties in urgent need of reform.

3.1 There is an obvious demarcation between educational theory and educational practice

The curriculum lays a foundation for the improvement of core quality of higher vocational normal students. Whether the curriculum is reasonable is directly related to the improvement of core quality of normal students in higher vocational colleges. Therefore, the normal major of W higher vocational colleges in Henan Province attaches great importance to the professional curriculum setting. Now the normal major of W higher vocational colleges in Henan Province has opened a variety of professional courses. But, from the point of W higher vocational colleges in Henan province normal professional horizontal curriculum, education theory course, education practice course obviously distributed in no students, both in a parallel state for a long time, there are obvious demarcation between all kinds of theory and practice courses, this kind of curriculum in higher vocational colleges normal education skills, education knowledge and other core literacy has an adverse effect. For example, the first academic year of normal major in W higher vocational colleges in Henan Province often focuses on theoretical courses such as pedagogy and educational psychology, and the corresponding educational skills teaching will only be added in the second

academic year. In the past two years, the curriculum interval between theory and teaching practice is too long, without allowing normal university students to combine theory and practice. In other words, under this curriculum, on the one hand, the normal students in Henan province pay too much attention to theoretical knowledge through teaching practice in the first academic year, the theoretical knowledge learned in the first academic year cannot really internalize the theory into practice, which will also hinder the improvement of their teaching skills.

3.2 A single teaching method cannot meet the personalized learning needs of normal university students

Curriculum is the basis for cultivating the core quality of normal university students in W higher vocational colleges in Henan Province. If we want to truly improve the core quality of higher vocational normal university students, it is not enough to only pay attention to the curriculum construction, but also need to pay attention to the reform of teaching methods. At present, the professional course teaching of normal university professional teachers in W higher vocational colleges in Henan Province still adopts a single teaching mode, which is difficult to adapt to the personalized learning needs of higher vocational university normal university students, which plays a hindering role in the improvement of the core quality of higher university normal university students. For example, in the teaching of theoretical knowledge by normal teachers in W higher vocational colleges in Henan Province, teachers often adopt a single teaching method, namely teaching method, for such courses. This single teaching method, on the one hand, makes normal students feel that the educational theory is more obscure and empty, and it is difficult to combine the theory with the practical teaching; on the other hand, the demand of theoretical knowledge, which will further lead to the dull teaching atmosphere, thus affecting the improvement of the core quality of normal students in Henan Province. In the teaching ability course, the teachers majoring in W higher vocational colleges in Henan Province can properly use the teaching methods such as "discussion" and "practice" in the class, but in the actual classroom teaching, the teaching method still occupies a large proportion. It can be seen that in the era of double reduction in China, W higher vocational colleges in Henan Province are still faced with the dilemma that a single teaching method cannot meet the personalized learning needs of normal university students.

3.3 Imbalance of core quality evaluation in teaching evaluation

Teaching evaluation can effectively verify the teaching effect of normal university majors in W higher vocational colleges in Henan Province, and can verify the core quality improvement of normal university students in W higher vocational colleges in Henan Province. At the same time, the teaching evaluation can also provide the correct guidance for the core literacy improvement strategy of normal university students in W higher vocational colleges in Henan Province. Therefore, in the improvement of the core quality of normal university students in W higher vocational colleges in Henan Province, W higher vocational colleges in Henan Province need to pay attention to the reform of teaching evaluation. However, as far as the current situation is concerned, the teaching evaluation adopted by normal university majors in W Higher Vocational College of Henan Province pays more attention to the evaluation of knowledge accomplishment and teaching ability of normal university students, and ignores the evaluation of teachers' ethics, moral character and education cultivation in the evaluation. For example, the normal major of W higher vocational colleges in Henan Province mainly adopts the teaching evaluation method of the final examination. The final examination focuses on evaluating the educational knowledge, theory and educational practical skills of normal university students, and is committed to investigating the professional knowledge and educational ability of normal university students. In the investigation of educational

knowledge and literacy, W higher vocational colleges normal majors of Henan Province choose to use the results to judge students' professional knowledge and quality through the results of examination papers. In the teaching skills and literacy, they focus on judging the teaching ability of normal university students through practical links such as simulation classroom. It can be seen that in the whole teaching evaluation, the evaluation content of normal university students' ethics and educational cultivation is not mentioned, which will cause a serious imbalance in the evaluation of various core qualities in the teaching evaluation, which will inevitably affect the improvement effect of the core quality of normal university students in W higher vocational colleges in Henan Province in the era of double reduction in China.

4. Strategy of improving the core quality of normal university students in W Vocational colleges in Henan Province in the era of double reduction

Based on the era of China double reduction in Henan province W vocational colleges core literacy training faces many difficulties, adhering to the "break the traditional single, homogenous normal education mode, strengthen the higher vocational normal core literacy training, meet the demand for high quality teachers in the new period" this concept, in view of China double reduction era in Henan province W normal core literacy promotion strategy to explore, specific as follows.

4.1 We will promote the deep integration of educational theory and educational practice to help implement the "double reduction" policy

W higher vocational colleges in Henan Province need to correctly understand the shortcomings in the curriculum at the present stage, take greatly improving the core quality of normal university students as the primary goal of the curriculum, innovate and reform the curriculum structure, and build a curriculum system of normal university students in higher vocational colleges that pays equal attention to theory and practice and deeply integrates it.

First of all, W higher vocational colleges in Henan Province need to keep up with current affairs, constantly infiltrate the connotation of "double reduction" and "core literacy" in education, and be consistent with The Times in the curriculum. Secondly, W higher vocational colleges in Henan Province should continuously promote the deep integration of educational theory and educational practice courses, and accelerate the implementation of "double reduction". The specific approach is: Henan Province W higher vocational colleges can build a modular subject integration course group. Adhering to the principle of "paying equal attention to theory and practice", the difficult and obscure theoretical courses such as pedagogy and educational psychology are constantly internalized into the practical curriculum, so as to achieve the perfect connection between the theoretical curriculum and the practical curriculum, and form a curriculum group module with clear levels and close relationship^[4]. In each course group module, the theory and practice in series. Using this kind of course group module, normal university students in W higher vocational colleges in Henan Province can apply their theoretical knowledge into practice while learning theoretical knowledge, so as to improve the core quality of professional knowledge of normal university students in W higher vocational colleges in Henan Province. On the other hand, in the teaching of course group education practice module, higher vocational normal university students can help to integrate theory into teaching practice, so as to continuously deepen the professional knowledge of higher vocational normal students, and constantly improve the teaching practice skills of higher vocational normal students. Finally, W higher vocational colleges in Henan Province also need to pay attention to ideological and political education, and set up corresponding ethics and education learning modules, so that higher vocational normal university students can improve their professional knowledge and educational skills while improving their core qualities of ethics and

education.

4.2 Reform the teaching methods to meet the personalized learning needs of higher vocational normal university students

W higher vocational colleges in Henan Province should follow the requirements of national planning. In improving the core quality of higher vocational normal university students, they need to abandon the traditional and single teaching method and explore more novel teaching methods in line with the personalized learning needs of higher vocational normal university students.

On the one hand, in terms of teaching methods, W higher vocational colleges in Henan Province can adopt the combination of various teaching methods such as situational teaching, teaching teaching and group cooperative discussion teaching, and can establish a new teaching method with situational teaching as the center and various teaching methods with a variety of teaching as the auxiliary. Based on situational teaching, normal university students in W higher vocational colleges in Henan Province can quickly exposed to the current national policies and regulations, such as the "double reduction" policy. At the same time, through the situational teaching can also make Henan W higher vocational colleges faster understand the current education practice, analyze the many problems existing in education practice, strengthen Henan W higher vocational colleges for education practice understanding, strengthen Henan W higher vocational colleges education theory and practice learning effect, strengthen Henan W higher vocational colleges professional knowledge, education skills and other core literacy^[5].

On the other hand, W higher vocational colleges in Henan Province should also use multimedia teaching methods to continuously meet the personalized needs of higher vocational normal university students. Teachers of W higher vocational colleges in Henan Province can use the Internet resources to carry out teaching work through various micro-course software and videos. In addition, W higher vocational colleges in Henan Province can also use artificial intelligence and other technologies to analyze the learning characteristics of each higher vocational normal university student, and develop personalized learning plans for them, so as to strengthen the professional knowledge mastery of higher vocational normal university students, and constantly improve the core quality of higher vocational normal students.

4.3 Innovate the teaching evaluation system and establish the core quality evaluation system of higher vocational normal university students

In order to continuously improve the core quality of normal university students, W higher vocational colleges in Henan Province should reform the existing education evaluation system based on the core quality, and establish a complete and comprehensive core quality evaluation system of higher vocational normal university students. In the evaluation system, it is necessary to carry out the evaluation of the core qualities such as professional knowledge literacy, teaching skills literacy and teachers' ethics.

From the perspective of professional knowledge quality evaluation and teaching practice quality, W higher vocational colleges in Henan Province can adopt standardized examination for normal university students, or through group report, teachers' vocational skill evaluation, and evaluate the professional knowledge quality mastery of normal university students through diversified evaluation methods. From the perspective of core literacy assessment such as teacher ethics and education accomplishment, W higher vocational colleges in Henan Province can use interview and establish student's growth files to focus on the ideological and political moral character of normal university students^[6].

In fact, the promotion of the core quality of normal university students is not only the

responsibility of higher vocational colleges, but also the responsibility of normal university students themselves. Therefore, in the process of improving the core quality of normal university students in W higher vocational colleges in Henan Province, normal university students should also learn to study independently and reflect independently. By carefully completing each course homework, seriously reflect on the evaluation of each course, and constantly reflect on their own shortcomings. Through the continuous efforts of the school and itself, we will fundamentally improve the core quality of professional knowledge, education skills, teacher ethics, education accomplishment of normal university students in higher vocational colleges and so on.

5. Conclusions

To sum up, China's double reduction era puts forward new requirements for the training of normal university students in higher vocational colleges, requiring higher vocational colleges to pay attention to the cultivation and promotion of the core quality of normal university students. From the current situation of the core literacy cultivation of normal university students in W higher vocational colleges in Henan Province, there are still many shortcomings in the core literacy cultivation of normal university students in W higher vocational colleges in Henan Province in the era of double reduction in China. Therefore, this paper thinks that W higher vocational colleges in Henan province by promoting education theory and education practice depth fusion, power "double minus" ground, reform of teaching method, meet the demand of higher vocational normal personalized learning, innovative teaching evaluation system, establish higher vocational normal core accomplishment evaluation system, accelerate the higher vocational normal professional knowledge, teaching skills, ethics, education accomplishment and other core accomplishment.

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