

Study on Reading Teaching based on Key Competence in English Literature

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Abstract

In the face of the world's 100-year-old great changes, the theory of education reform is constantly updated, with the aim of cultivating young people adapted to big data, the key abilities and necessary character of high school students. Thus the Ministry of Education issued a document and put forward the key quality of English subjects. As an important material for learning English, English literature works also have humanistic and instrumental value of education, and at present, front-line teachers have to strengthen how to guide students to learn to appreciate literary works, how to improve students' ability to understand text and express themselves orally and in writing, so it is very important to experience literary works to promote students' key competence and students' all-round development. Based on the above questions, in order to improve the key competence of high school students in English subjects, from how to let students read English literature to carry out research.

Keywords

High School English; Key Competence; Reading of Literary Works.

1. The Current Teaching Status of English Literature Reading

With the deepening of the new English curriculum reform in senior high school and the continuous progress of English teaching research, the new curriculum standard points out that "language education no longer exists as a pure language teaching, but to ensure that citizens can survive and develop in a multicultural background. , In order to ensure that citizens can make better use of the opportunities of informatization and globalization, realize innovation, and seek greater development space.

However, in the current high school English teaching, the phenomenon of reading test-oriented education is serious. Many front-line teachers in high school only teach the content of the college entrance examination, and the appreciation of literary works is rarely mentioned. [1] The new curriculum standard requires teachers to focus on the theme, activate the students' existing schemas, so as to actively participate in English learning activities, improve students' knowledge integration ability, cross-cultural understanding ability, language understanding and expression ability, etc. However, facing the new curriculum standard Focus on the theme meaning in the teaching of English literary works. [2] In addition, the new curriculum standard also mentions discourse knowledge, interpretation of discourse theme, content, text organization, language characteristics, author's opinions, etc. However, in real teaching, it is difficult for teachers to make students To appreciate the charm of literary works, due to teachers' lack of knowledge of text and pragmatics, it is necessary to be good at guiding students to realize the importance of text in teaching when teaching students.

Based on the above questions, first of all, how to let students absorb the essence of literary works in high school textbooks and cultivate their key competence. The author will teach one-person compulsory English for the first year of high school. In the first unit, Reading ANNE'S BEST FRIEND ("Anne "Diary") as an example, to carry out contextual and structured learning

activities of reading English literature, including pre-reading, reading process and post-reading reflection, the purpose is to train high-quality students and under the new curriculum reform key competence.

2. The Reading Instruction Design of English Literature Works in High School English Textbooks--Taking ANNE'S BEST FRIEND as an Example

[3] Literature is a kind of language art, and its fundamental significance is to provide a good human foundation for mankind. Ordinary linguists believe that language is a system of signs. Psychologists believe that language is a psychological process, and sociolinguists believe that language is a social phenomenon. English is the most widely used language, it is also a modal experience and a culture produced by human beings.

In order to allow high school students to be exposed to English literary works in class, many classic literary works are selected from the high school textbooks, including excellent works such as "A Hundred Years of Pounds". [4] Because choosing literary works suitable for students to read is the first step in literature teaching. The selected literary works in the textbooks are carefully selected by the textbook compilation experts. The connection with unit themes, vocabulary difficulty and other important factors have been fully considered, and the distribution of each volume shows the level of language level and meaning connotation.

2.1. Use Multimedia to Create a Context to Form an Overall Understanding and Perception of the Article

Activity1: The teacher chooses to play the movie clips related to this lesson, THE DIARY OF ANNE FRANK. Because the film is too long, the teacher should choose in advance the scene of the protagonist Anne's family hiding in the attic, and the family hiding for a long time In Amsterdam, stay in the attic. At this point, the teacher can ask the question "How do feel when you have watched these two clips?" Students can raise their hands to speak and express their feelings and opinions.

Design intent: In the pre-reading stage, teachers can use the cover of the work, film and television posters and other forms to guide students to infer the hidden information in the text, activate the existing schemas related to the theme in the students' minds, and make them form reading expectations. [5] Using problem-oriented teaching methods, before reading English literary works, corresponding questions should be set up, so that students can read under the guidance of the questions, so that they can be targeted and enhance the reading effect.

Activity2: Teachers continue to guide students to think about "Why does they have to hide?", apply brainstorming methods, stimulate students' existing cognition, and connect the information in the text with their actual lives. Encourage students to actively speculate about the possible reasons for their family's hiding. The teacher gives the students a few minutes to read the article for the first time and look for key sentences. "Her family was Jewish so they had to hide or they would be caught by German Nazis" The teacher explained Jewish and German Nazis by looking at pictures. The teacher first asked the students to look at a picture and use the picture to prompt the word Black Man Matters. This is the current demonstration on the streets of the United States against the discrimination of blacks. And there are also Jews who have been discriminated against. Why are Jews discriminated against?



Fig 1. Demonstration on the streets of the United States against the discrimination of blacks

Design intent: Connect with real life, think about the value of life and the meaning of life, and put forward your own point of view, which is conducive to improving the cultural awareness of the key elements, forming a correct outlook on life and values, and the concept of equality for all is deeply rooted in the hearts of the people.

Activity3: The teacher guides the students to pay attention to the dates in the diary records and mobilize the students' knowledge of other subjects. The teacher asks "During World War II, Who would kill Jewish?" The students looked at the pictures and thought, and answered in unison: Hitler. The teacher continued to ask: How do you understand the behavior of German Nazis?



Fig 2. Adolf Hitler

Design intent: Teachers encourage students to think through development, which is conducive to mobilizing students' initiative in learning, and discourse carries language knowledge and cultural knowledge. Many students from the junior high school history textbooks until Hitler, but do not know German Nazis very well, so teachers lead the students to understand the historical background of the time, in order to understand Anne's state of mind.

2.2. Analyze the Text, Overall Perception

Activity: This article is divided into two parts, one part is a narrative, and the other part is a diary. Different styles have different style characteristics. Many texts in high school textbooks are narratives, so it is very important to learn how to understand the narrative style. Students first study the narrative part and answer the questions arising from what, who and where.

The teacher first asks the following questions, and students can answer them freely. Train students to locate quickly and find relevant information.

- 1) What did his diary talk about ?
- 2) Who is Anne's best friend?
- 3) Where did she lived during World War II ?

2.3. Processing Detailed Information, Deep Understanding of Text

Activity1: The teacher divides the students into two groups, reads the text again, and completes the form. The two groups complete the same form at the same time within a limited time to enhance the competitiveness between the groups, and the ability of cooperation within the group. [6] Complete the following form.

Table 1. Identify the specific information

Time	Nature	Feelings
Before hiding	a blue sky, the song of the birds, moonlight and flowers	never spellbound, happy, delighted
When hiding	the dark, rainy evening, the wind, the thundering ,sadly, dirty curtains	crazy

Activity2: The teacher guides students to pay attention to how to accurately extract the difference between the article description before hiding and after hiding, and ask students to find one of the sentences. The expression in the original text is "That's changed since I was here..." where "change" plays an implicit turning role in the semantics of the link in the text, so more words that indicate turning can be extended here, such as: in fact, actually wait.

Design intent: Through the comparison of the emotions of the article, students can also experience the panic of the Jewish mood at that time, know how to cherish the good life now, learn to still yearn for the good things in the world in extreme dilemmas, maintain a positive attitude, and connect with themselves The practical knowledge to experience the author Anne's feelings and give students a certain life enlightenment.

2.4. Pay Attention to the Emotional Attitude of the Text, Connect with Real Life, Express Opinions

Activity: Students connect the first part and the second part of the diary, self-test What is the main idea of the passage? Why did she write the diary? How dose the author organize the text? Propose assumption: If you were Anne in that terrible situation, what would you do ?

Design intent: [7] Understand and think about three specific questions, what is to answer the subject of this article, why is that when students read Anne's best friend, they can cause students to ponder the situation of the Jews and explore deeper themes. Meaning, a clear value orientation, and everyone is equal, the next answer is How's question, that is, how the author Anne recorded her emotional attitude at the time through her diary.

3. Conclusion

The new curriculum standard advocates the cultivation of students' key competence, and through the use of English teachers to guide students into English stories according to the situation, develop students' extensive and intensive reading strategies, cultivate students' interest in learning English, and take the initiative to think. Exercise students' English understanding and expression skills, enhance their confidence in learning, and be able to better appreciate English literary works, which is conducive to promoting the overall development of students. Of course, the difficulty of teacher selection must be in line with the recent development area of the students, and should not put too much pressure on students. It is necessary to integrate various factors and select English literary works of different themes and genres to improve the students' key competence.

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