

The cultivation of innovative thinking in primary education under the guidance of core accomplishment

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Abstract: Under the guidance of core literacy, the cultivation of innovative thinking is the focus of education in primary school, and it is of immeasurable importance and urgency to improve the innovative ability of primary school students. At present, in our primary school stage of the cultivation of innovative thinking of primary school students, there are many deficiencies in the cultivation of innovative thinking, innovative educational atmosphere has not been formed and the effect is not good. In order to improve this situation, we need to rely on schools and teachers to innovate the concept of education, but also need families and society to create a good atmosphere of innovation, and jointly assume this responsibility.

Key words: core literacy; Primary education; Innovative thinking

Innovation is the source of one's progress. "Chinese Students' Development Core qualities" also takes "practice and innovation" as one of the six core qualities. It can be seen that cultivating students' innovative thinking is an essential link in primary education. In order to realize the development of children's core literacy in primary school, we should not only consider the problem of methodology, but also face the dynamic and changing challenges of social life. Therefore, "how to let students freely exert their imagination and creativity", "how to let students think outside the framework", "how to let students adapt to social life", these issues have gradually become the key points of primary school education to cultivate students' innovative thinking under the guidance of core literacy. As a guide in teaching activities, teachers need to set up correct teaching concepts, keep pace with The Times, and constantly innovate, so as to stimulate students' learning enthusiasm and innovative thinking, and improve students' learning efficiency.

1. The problems in cultivating students' innovative thinking in primary education

1. Limitations in school innovation work

The school is an educational institution that regards the cultivation of talents as an important task and mission, and is an important position for the dissemination of ideas and the development of ideas. Under the guidance of core literacy, the work to be done in primary schools is bound to be multi-faceted and multi-channel, not only to let primary school students know the truth, accept and understand the truth, but also to effectively train them to transform cognitive activities into practical results. Due to the constraints of traditional educational concepts and the exam-oriented education system, there are still deficiencies in teaching management, teaching methods and teaching conditions in primary schools, which limit students' innovative performance and action, and are not conducive to the cultivation of students' innovative thinking.

2. The solidification of teachers' thinking in teaching methods

Innovation is a conceptualization process characterized by new thinking, new inventions and new descriptions. It has three meanings. First, renewal; Second, to create something new; And three: Change. At present, most areas in China still take academic scores as the only index of teaching quality, teaching tends to be utilitarian and fragmented, making some teachers follow the old ways, using the classroom teaching method of teaching one, instilling overly grand and general life values and goals to students, so that students become passive participants in learning and temporary processing plants to copy the book content. Once this fixed teaching mode is formed, it will be difficult to cultivate students' innovative thinking, affecting students' ability to think independently and solve problems.

3. Family innovation consciousness is weak

In China's long-term cultural education, parents' cultivation standard for children is "obedient and well-behaved", which limits students' own ideas and psychological development to a certain extent. In the long run, the development of students' innovative thinking is inhibited, which also affects the development of innovative education. The innovative thinking under the guidance of core literacy is not only reflected in learning ability, but also reflected in sound personality. Parents' improper educational methods or one-sided educational contents are very likely to make children's performance in school life and social life appear different trends. For example, primary school children are not allowed to fold clothes during housework, which makes them develop lazy and undisciplined habits.

4. The society does not pay enough attention to innovative work in primary school

The factors that restrict the cultivation of children's innovative thinking in primary school are, in fact, the weak basic research ability and the imperfect innovative education system. The society does not pay much attention to the innovative work in primary school, our primary school and all kinds of scientific research institutes are in a relatively independent state, the degree of scientific research cooperation and openness is not enough, and the basic research investment in the innovative education work in primary school is relatively insufficient. In the process of allocating innovation resources, the resources tend to be concentrated in the hands of colleges and universities and a few academic elites, and the society can not form a benign cultural ecology, which is the biggest bottleneck hindering the innovative education work in primary schools.

2. Research on ways to cultivate innovative thinking in primary education

On March 30, 2014, the Ministry of Education issued the Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Virtues and Talents. The document fully recognizes the importance and urgency of comprehensively deepening the curriculum reform and implementing the fundamental task of Lide and educating people; Accurately grasp the overall requirements of deepening curriculum reform in an all-round way; Push forward the reform in key areas and main links; Strengthening the four parts of organizational guarantee of curriculum reform.

In order to meet the needs of “persisting in education serving socialist modernization and the people, taking moral education as the fundamental task of education, training socialist builders and successors with all-round development of morality, intelligence, physical beauty”, combining the characteristics of The Times, based on national conditions, according to the law of students’ growth and the needs of society for talents, Mr. Lin Chongde concretized and detailed the general requirements for students’ all-round development of morality, intelligence and physical beauty and the relevant contents of socialist core values, clarified the essential qualities and key abilities that students should have to meet the needs of lifelong development and social development, and thoroughly answered the question of “who should be trained and how to train people” in education.

Core quality is the key ability that students gradually form to adapt to their lifelong development and the needs of future social development, and innovation is the means and ways that they need in the period of adapting to the development of sentient beings and future social development. After understanding the existing problems and factors, we can know that the cultivation of innovative thinking needs the joint efforts of schools, teachers, parents and the society.

1. School level

Starting at the school level, elementary schools can provide a “second classroom” for students. The development of extra-curricular activities can greatly arouse students’ interest in inquiry, develop students’ intelligence and give full play to students’ potential, so that students can integrate book knowledge into real life, lead from theory to practice, and gradually form scientific thinking methods to solve problems, improve students’ comprehensive quality and contribute to their all-round development. Lay a good foundation for the construction of students’ core quality system.

First, schools need to consciously and strategically create and provide diverse social innovation practice activities for primary school students. Based on pupils’ different age, school stage, physiological development status and psychological characteristics, the school develops different social innovation practice activities according to different categories, and thus comprehensively covers them to cultivate students’ extracurricular practice and innovation ability.

Second, the school should constantly strengthen the construction of campus culture activities. The strong campus culture lays a good foundation for the enhancement of students’ cultural heritage. The idea of “raising talents by virtue and raising the country by talent” can cultivate students’ patriotic feelings and historical responsibility, and the sense of ownership is an important part of the work of cultivating primary school students’ innovative thinking. For example, regularly hold a reading meeting jointly built by teachers and students, so that primary school students can display traditional Chinese studies in the form of chanting in combination with modern music. It can not only strengthen the exercise of students’ practical ability, but also stimulate students’ love of school and patriotism.

2. Teacher level

From the teacher level, teachers are the guides and helpers for the development of students’ innovative thinking. In students’ daily study and acceptance management, teachers should help students establish a sense of collective honor related to collective honor, and establish aesthetic taste, beauty and other independent abilities related to aesthetic education.

First, teachers should set up a correct teaching concept and correctly understand the innovative potential of pupils. In the teaching process, teachers should make use of practical operation activities to inspire students to think more and question more, to transform “ordinary” into “variable”, so that pupils can study and discuss the same thing in different ways of thinking, so that their thinking will collide and contradict. And at the same time, can not jump away from the existing cognitive level of students, teachers need to step by step, help students divergent thinking, training students’ thinking flexibility, so as to cultivate their creative consciousness, innovative spirit and innovative ability.

Second, teachers should be skilled in the use of modern information technology. Primary school students’ thinking is characterized by “from concrete image thinking as the main form, gradually transition to abstract thinking as the main form. But to a large extent, this kind of abstract logical thinking is still directly related to perceptual experience, and still has a large component of concrete image.” Therefore, in the primary school stage, teachers should use more and make good use of information-based teaching technology, create problem situations for students through vivid and specific “pictures, texts, sounds and images”, guide students to process information independently, and form the thinking interaction between teachers and students and students.

Third, teachers should pay attention to the effectiveness of design questions. Problem awareness is the entry point to cultivate students’ innovative thinking. Teachers should encourage all students to participate in the process of thinking about problems, and at the same time complete the teaching of thinking methods. Then let the students think and question on the original basis from multiple directions, multi-angles and multi-level, guide them, try to raise questions by themselves and pay attention to the effectiveness of the questions. Only when students develop the habit of finding, solving and raising problems can they promote the development of their innovative thinking.

3. Family level

Starting from the family level, parents should realize that parenting is the responsibility and obligation that the family must undertake. Parents should be aware of, guide children's exploration behavior, and in the children's understanding of the scope of innovative thinking training, in order to cooperate with the work of schools and teachers.

First, the family should be consistent and innovative in the concept of education. Before educating children, families should have a clear goal, that is, what kind of person the children will be. After the goal is determined, family members should stand the united front of education, avoid the contradiction between unilateral indulgence and strict requirements, resulting in children in the growth of the road at a loss, so that they become a wavering person, let alone challenge innovation. At the same time, parents should conduct appropriate education and expansion on the basis of the reality of children's understanding, which is more beneficial to children to think more and learn more, so as to cultivate their awareness and ability of independent innovation.

Second, family innovation in educational content. The requirements of core literacy are the same, but because children are different individuals, there must be individual differences on the road of growth. Families should implement different educational contents according to children's age characteristics, interests and hobbies, and encourage students to pay attention to observation and bold imagination through educational activities such as reading, literacy and arithmetic in daily education. Supplemented by good interests and hobbies, imagination can be used to promote the development of students' innovative thinking.

4. Social level

From the social level, the society needs to pay more attention to the cultivation of innovative thinking in primary schools. The society needs to recognize that respect and protection are the basis for the development of innovative thinking under the guidance of core literacy, and it is necessary to take children's development ability and practical ability seriously, help children participate in meaningful cognitive and practical activities, and cultivate innovative thinking in active practical activities.

First, the society should increase the innovation investment in primary schools and optimize the innovation structure. Society plays an important role in balancing the relationship between various innovation subjects. Faced with the problems of repetitive construction of institutions, small and scattered innovation resources, and relatively insufficient investment in innovation research in primary schools, society should actively mobilize and allocate available resources, and continue to develop and develop, so as to help primary schools smoothly transition the bridge of complementarity and integration between the old and the new systems.

Second, the society needs to create a strong atmosphere of innovation culture. Innovation requires a good cultural environment, and the whole society needs to form a cultural atmosphere that respects knowledge, talents, labor and creation, so that there will be no imbalance in the distribution of social innovation resources due to "youth". Only free and equal cultural links of innovation can construct a cultural ecology conducive to innovation, so that primary school students can form a sense of moral value and aesthetic taste of thinking out of inertia under the collective recognition of innovation culture by the society.

3. Conclusion

To lay a solid foundation for children's growth path, so that they have the ability to adapt to the development of social life, with a unique emotional way, thinking habits to look at life, reflect the value of personal life, is undoubtedly a long and arduous mission. The cultivation of innovative thinking under the guidance of core literacy never has a single scale and single way, the only thing we can know is that it must require the joint efforts of all elements, in order to effectively guide students to develop innovative thinking with original spirit, hands-on consciousness and the courage to take risks.

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