

Research on Reading Teaching Strategies in Primary School Chinese from the Perspective of Core Competencies

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Abstract: With the deepening of basic education curriculum reform, the cultivation of core competencies has become the core guide for high-quality educational development. It emphasizes the cultivation of students' key abilities and essential qualities that are necessary for lifelong development and social development. As a basic discipline that carries cultural inheritance and thinking development, Chinese language teaching, especially reading instruction in primary school Chinese, is an important carrier for cultivating core competencies. It is directly related to the formation of students' comprehensive abilities, such as language construction, thinking improvement, aesthetic appreciation, and cultural understanding. Currently, there are still many issues in primary school Chinese reading instruction that are inconsistent with the requirements of core competency cultivation. Therefore, based on the perspective of core competencies, this paper closely examines the essential characteristics of primary school Chinese reading instruction, combines the current status of teaching practice, deeply analyzes the problems existing in teaching, and explores the construction of a reading instruction strategy system that is suitable for cultivating core competencies. The research aims to provide operable teaching guidance for primary school Chinese teachers, promote the transformation of reading instruction from "knowledge-based" to "competency-based," and ultimately achieve the goal of improving teaching quality and promoting the comprehensive development of students' core competencies. It provides a useful reference for the practical exploration of core competency cultivation in basic education.

Keywords: Core competencies; Primary school Chinese; Reading instruction

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1. Introduction

Against the dual backdrop of global competition and the advancement of educational modernization, cultivating students' core competencies has become a common pursuit in basic education reforms around the world^[1]. As a basic discipline that inherits cultural genes and shapes a sound personality, Chinese language teaching reform must closely align with the goal of cultivating core competencies. Reading instruction, as the core component of Chinese language teaching, serves as an important path for implementing the cultivation of core competencies^[2].

Primary school Chinese reading instruction bears the important mission of consolidating students' language foundation, developing their thinking ability, cultivating their aesthetic taste, and inheriting excellent Chinese culture, directly influencing the early formation and development of students' core competencies. At the same time, the new curriculum standards set higher requirements for primary school Chinese reading instruction, emphasizing the need to guide students to accumulate language, develop thinking, and cultivate character through reading. Against this backdrop, how to break through the bottleneck of traditional teaching and construct core competency-oriented teaching models and strategies for primary school Chinese reading has become an important issue that needs to be addressed in the current field of basic education. This also provides a clear practical direction and research opportunity for the development of this study.

2. Theoretical overview

2.1. Core competencies

Core competencies are essential qualities and key abilities that individuals gradually develop during their education at corresponding educational stages, meeting the needs of personal lifelong development and societal progress. They possess core characteristics such as comprehensiveness, stability, practicality, and development, representing not a single ability or quality but rather an organic integration of multiple elements, encompassing various dimensions such as individual cognitive and emotional skills. The overall framework for the development of core competencies for Chinese students categorizes these competencies into three major aspects: cultural foundation, autonomous development, and social participation, with six core competencies under these aspects: humanistic heritage, scientific spirit, learning to learn, healthy living, responsibility, and practical innovation^[3].

2.2. The essence and value of primary school Chinese reading instruction

The essence of primary school Chinese reading instruction lies in a bidirectional interactive process where teachers guide students to actively engage in text interpretation and achieve meaning construction. The core of this process is to cultivate students' reading abilities and habits, rather than simply imparting knowledge. Using language and text as a medium, it allows students to achieve the unity of language accumulation, thinking training, and emotional experience in the process of perceiving, understanding, and analyzing texts. Reading instruction is not a one-way process where teachers lecture and students listen, but rather one that fully respects the subjective position of students and guides them to develop unique text interpretation abilities through independent reading, cooperative exploration, and other methods^[4].

From the perspective of value, primary school Chinese reading instruction serves as an important carrier for cultivating students' core competencies. In terms of language construction, it helps students accumulate vocabulary, sort out sentence patterns, and enhance the accuracy and standardization of language use. In terms of thinking development, it cultivates students' logical and critical thinking through text analysis and problem exploration. In terms of aesthetic cultivation, it guides students to appreciate the beauty of language and artistic conception in texts, thereby enhancing their aesthetic appreciation ability. In terms of cultural inheritance, it utilizes classic texts to convey the excellent traditional virtues of Chinese culture, strengthening students' cultural identity. Simultaneously, reading instruction can also stimulate students' interest in reading, laying a solid foundation for lifelong learning and highlighting its core value in basic education^[5].

3. Core issues in reading instruction from the perspective of core competency cultivation

3.1. Deviation from teaching objectives

In current primary school Chinese reading teaching, there are significant deviations in teaching objectives, which are primarily manifested in the emphasis on knowledge impartation and the neglect of literacy cultivation, making it difficult to accurately align with the four dimensions of Chinese core literacy. When setting teaching objectives, most teachers are still influenced by traditional teaching concepts and exam-oriented education, focusing on basic knowledge points such as word recognition, paragraph division, and summarizing the central idea, with the mastery of knowledge by students as the core pursuit of teaching. For example, when teaching narrative texts, teachers often focus on superficial knowledge such as sorting out the plot and identifying character identities, but neglect to guide students to enhance their thinking ability through text analysis, appreciate the aesthetic value contained in the text, and lack the design of goals related to cultural inheritance.

This target deviation directly leads to a disconnect between reading instruction and the cultivation of core competencies. In terms of language construction and application, it merely remains at the level of word accumulation, without guiding students to flexibly use language in context. In terms of thinking development and improvement, there is a lack of targeted thinking training design, making it difficult for students to develop deep thinking abilities. In terms of aesthetic appreciation and creation, cultural inheritance and understanding, there are no relevant teaching objectives set, rendering the cultivation of these two competencies mere empty talk. If this situation persists, students' reading abilities will only remain at the basic level of understanding literal meanings, and it will be difficult for their core competencies to develop comprehensively, seriously deviating from the educational orientation of cultivating core competencies. In the process of preparing lessons, teachers often pay more attention to the coverage of knowledge points and neglect the decomposition and integration of competency goals, resulting in teaching activities that always revolve around knowledge impartation and fail to provide effective support for the development of students' core competencies.

3.2. Monotonous teaching methods

The homogeneity of teaching methods is a significant bottleneck that restricts the cultivation of core competencies. Currently, primary school Chinese reading classrooms generally adopt a rigid model dominated by teacher explanation and passive student reception, with a severe lack of independent, cooperative, and exploratory learning. In the classroom, teachers often occupy an absolute dominant position, advancing teaching through a process of paragraph-by-paragraph analysis, question posing, and answer explanation. Students are only required to passively listen and record answers, lacking opportunities to actively participate in text interpretation. Taking the teaching of ancient poetry as an example, teachers usually explain the meanings of words and phrases first, then translate the lines, and finally summarize the theme and artistic techniques. Throughout the entire process, students do not need to actively think about the beauty of the poetry's artistic conception, nor do they have the opportunity to express their personalized understanding, completely reducing themselves to mere recipients of knowledge. Under this model, classroom discourse power is concentrated in the hands of teachers, and students' learning initiative is severely suppressed.

This singular teaching method has numerous drawbacks. On the one hand, it severely suppresses students' learning initiative and enthusiasm, leading to students' resistance towards reading and difficulty in developing independent reading interests. On the other hand, the lack of independent thinking and cooperative exploration prevents students from honing their logical thinking, cooperation skills, and problem-solving abilities during the

reading process, thus depriving the cultivation of core competencies of a crucial medium. Furthermore, passive learning keeps students' reading abilities at the level of understanding knowledge imparted by teachers, making it difficult for them to develop independent text interpretation skills and critical thinking. Even if they master relevant reading knowledge, they cannot effectively enhance their core competencies, which is far from the competency-oriented teaching requirements. Students who are in a passive learning state for a long time will gradually lose their initiative and creativity in reading, which is not conducive to the cultivation of their lifelong learning abilities.

3.3. Shallow interpretation of text

The superficial interpretation of text is a prominent issue in current primary school Chinese reading teaching. Teachers generally focus on guiding students to understand the literal meaning of the text in teaching, but neglect to explore the deep-seated thinking value, aesthetic value, and cultural value contained within the text. In actual teaching, teachers often limit text interpretation to understanding the content, that is, clarifying the cause, process, and result of the story, comprehending the basic meaning of sentences, and grasping the simple connections between paragraphs, without guiding students to deeply consider the logical relationships behind the text, the author's expression intentions, or leading them to appreciate the language art and aesthetic charm of the text. Taking the teaching of "The Back" as an example, teachers only guide students to understand the process of the event where the father buys oranges for me, without deeply analyzing the emotional value carried by the detailed descriptions in the text or exploring the cultural connotation behind the traditional father-son relationship reflected in the text. The interpretation process remains at the extraction of surface information and fails to touch upon the core educational value of the text.

The superficial interpretation of texts deprives reading instruction of its core educational value. From the perspective of thinking value, students are unable to engage in deep thinking during text interpretation, making it difficult for them to develop logical and dialectical thinking skills. From the perspective of aesthetic value, students are unable to appreciate the beauty of language, imagery, and artistic conception in texts, making it impossible to cultivate their aesthetic appreciation and creativity. From the perspective of cultural value, students are unable to understand the cultural concepts and traditional virtues embedded in texts through text interpretation, rendering the improvement of cultural inheritance and comprehension skills mere empty talk. This superficial interpretation approach not only fails to achieve the goal of cultivating core competencies but also leads students to develop a reading habit that emphasizes superficial layers over deeper ones, severely restricting their long-term development of reading ability and comprehensive literacy. When students face complex texts, they struggle to develop deep interpretation skills, which affects their subsequent learning and growth.

3.4. Imperfect evaluation system

The imperfect evaluation system is a key issue hindering the implementation of core competency cultivation. Currently, the evaluation model of primary school Chinese reading teaching generally suffers from the problems of a single evaluation method and a focus on outcome evaluation, seriously neglecting process evaluation and competency-oriented evaluation. In terms of evaluation methods, most schools still use written tests as the main evaluation means, assessing students' reading abilities through reading comprehension questions, essay questions, and other types of questions. The evaluation content is limited to knowledge mastery and problem-solving skills, failing to comprehensively reflect students' reading interests, reading habits, and core competency

development levels. In terms of evaluation orientation, there is an excessive focus on outcome evaluation, with students' exam scores being the sole criterion for evaluating teaching effectiveness and student abilities. This neglects students' effort levels, progress space, and personalized development in the reading process. This evaluation model makes the measurement standards for teaching effectiveness too singular, making it difficult to objectively reflect the actual situation of competency cultivation.

4. Implementation guarantees for reading teaching strategies in primary school Chinese from the perspective of core competencies

4.1. Teacher level

Teachers are the key players in implementing core competency-oriented reading teaching strategies, and their own core competencies and teaching abilities directly determine the effectiveness of strategy implementation. Therefore, efforts should be made from multiple dimensions to enhance teachers' comprehensive competencies. Firstly, it is necessary to strengthen the pertinence and depth of theoretical training on core competencies, change the previous general training mode, and interpret the connotations, cultivation paths, and integration points with reading teaching of the four dimensions of Chinese core competencies based on the actual scenarios of primary school Chinese reading teaching. Through case analysis, thematic discussions, and other methods, teachers can be helped to transform theoretical knowledge into teaching cognition.

Secondly, we establish a diversified school-based teaching and research platform, centered around collective lesson planning, lesson honing, and lesson evaluation, focusing on competency-oriented reading teaching design and implementation. We regularly organize teachers to carry out thematic teaching and research activities, jointly design competency-oriented teaching plans around specific texts, share experiences and challenges encountered in teaching practice, and enhance teaching design capabilities through peer assistance. At the same time, we encourage teachers to participate in exchanges of high-quality teaching and research resources outside the school, such as regional teaching and research activities, master studios, and online high-quality course training, to learn advanced teaching concepts and practical techniques.

4.2. Resource level

High-quality and diverse reading teaching resources are crucial support for implementing core competency-oriented reading teaching strategies. It is necessary to start from the three dimensions of integration, development, and utilization to enrich and optimize the reading teaching resource system. In terms of textbook resource integration, we must break the limitation of textbooks being supreme, deeply explore the core competency cultivation points in textbook texts, and reorganize and expand the textbook content according to the needs of teaching strategies. For example, in order to cultivate cultural inheritance and understanding competencies, traditional cultural texts from different units in the textbooks can be integrated to form thematic reading modules, guiding students to systematically experience excellent Chinese culture. At the same time, expansion materials related to the textbook texts, such as the author's life, historical background, and similar thematic texts, should be supplemented according to teaching objectives, providing material support for in-depth reading and competency cultivation.

In terms of school-based resource development, personalized school-based reading resources are developed by combining regional cultural characteristics, students' cognitive characteristics, and the cultivation needs of core competencies. For example, local historical allusions, celebrity anecdotes, folk culture, and other materials are excavated and compiled into school-based reading materials suitable for primary school students, allowing

students to feel the charm of regional culture through reading and enhance their cultural identity. Based on the cognitive development levels of students in different educational stages, appropriate picture books, fairy tales, popular science books, and other materials are selected to construct a graded school-based reading resource library, meeting students' personalized reading and literacy development needs.

4.3. Evaluation level

Establishing a scientifically sound and reasonable competency-oriented evaluation system is a crucial guarantee for guiding reading teaching strategies towards the goal of cultivating core competencies. This system needs to be optimized from three core dimensions: evaluation content, evaluation methods, and evaluation criteria. In terms of evaluation content, it is necessary to break away from the previous limitation of focusing solely on knowledge mastery, comprehensively covering the four dimensions of core competencies, and clarifying specific evaluation points for each dimension. For example, language construction and application can evaluate students' word accumulation, language expression accuracy, and flexibility; thinking development and improvement can evaluate students' problem-solving ability and logical thinking ability; aesthetic appreciation and creation can evaluate students' perception and expression of the aesthetic value of texts; cultural inheritance and understanding can evaluate students' understanding and identification of the cultural connotations of texts. At the same time, it is necessary to take into account students' reading interests, reading habits, and other process-oriented performances, forming a comprehensive evaluation content system.

4.4. School and family levels

Schools and families are crucial venues for cultivating students' reading literacy. Creating a conducive atmosphere for fostering reading literacy provides a favorable external environment for implementing core literacy-oriented reading teaching strategies. At the school level, it is necessary to incorporate the construction of reading culture into the core content of campus culture development, creating a comprehensive reading environment. On the one hand, it is important to improve reading hardware facilities, such as building standardized libraries, class reading corners, and campus reading corridors, and providing sufficient and diverse reading materials that meet the needs of core literacy cultivation, thus offering convenient reading conditions for students. On the other hand, a variety of campus reading activities can be organized, such as reading festivals, reading sharing sessions, classic recitation competitions, and picture book drama performances, to stimulate students' interest in reading and make reading an integral part of campus life. Additionally, schools can promote the significance of reading and the concept of core literacy cultivation through platforms such as campus broadcasts, bulletin boards, and official accounts, guiding teachers and students to form a consensus on valuing reading and advocating literacy.

At the family level, it is necessary to strengthen home-school cooperation, guide parents to establish correct reading education concepts, and participate in cultivating students' reading literacy. Schools can popularize relevant knowledge about core competency cultivation and reading instruction to parents through parent meetings, parent schools, online lectures, and other methods, and guide parents to master methods of family reading guidance, such as how to choose reading materials suitable for children and how to conduct parent-child reading together. At the same time, parents are encouraged to create a good family reading atmosphere, set up family reading time, set an example by participating in reading, exchange reading experiences with their children, and make reading a common family habit. Through the collaborative efforts of schools and families, a reading literacy cultivation atmosphere of home-school co-education is built, allowing students to actively

participate in reading learning, improve core competencies, and provide a solid atmosphere guarantee for the effective implementation of reading instruction strategies, under the dual nurture of campus and family.

5. Conclusion

In summary, there are numerous issues in the current primary school Chinese reading teaching in terms of objectives, methods, text interpretation, evaluation, and teacher competency, which hinder the implementation of core competency cultivation. Based on this, the construction of multi-dimensional teaching strategies and safeguard measures at the teacher, resource, evaluation, and home-school atmosphere levels provides a feasible path for teaching transformation. Only by promoting the shift from knowledge-based teaching to competency-based teaching can the educational value of reading teaching be fully utilized. This study provides a reference for related teaching reforms, and further practical verification and optimization of strategies can be carried out in the future.

Disclosure statement

The author declares no conflict of interest.

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