

Development and Application of Curriculum Resources for English Pedagogical Students from the Perspective of Core Competence

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Abstract In the new era of deepening development of Chinese Reform-and-Opening-up, Socialist Core Values and Xi's Cultural Thought, the education of English pedagogical students in Chinese is confronting with hardcore requirement of six core competences. This paper briefly reviews the development of English pedagogical students at home and abroad. The domain of English subject in Chinese universities defines the professional competences of English pedagogical students. For the development of curriculum resources, a survey about curriculum resources was under conduct among English pedagogical students from three classes in School of Foreign Languages of Xinyang Normal University. The data demonstrated there were 105 participants with different alternatives which were categorized into 7 curriculum resources: traditional curriculum, new-era specialized courses, newly-digitalized teaching courses, student autonomous courses, student We Media courses, and source language and culture translation courses. It was concluded that all the participants agreed to the hierarchical construction of English and the circular application of listening, speaking, reading, writing and translating, so as to acquire solid basic language skills and rich language knowledge, and to cultivate humanistic feelings, learning and communicating skills. In the study of specific curriculum contexts, it is required to develop the learning competence and transformation ability from textbook knowledge to language and culture, and the comprehensive competence of cross language and culture. The six aspects of core competence and six curriculum resources are intertwined to enrich the educational resources and promote the educational practice of English pedagogical students. In the end, the limitations of this research were suffixed.

Keywords: core competence, English pedagogical students, curriculum resource, EFL, source language and culture

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1. Introduction

In China, Reform-and-Opening-up has been undertaken in its full swing. Additionally, the Socialist Core Values, proposed by the 18th National Congress which calls on all the people to work hard for the construction of a stronger country and the great rejuvenation, have been widely practiced [1,2]. After decades of development, economic development and cores values have been deeply rooted in people's hearts. Especially in the new pattern of coexistence of opportunities and challenges at home and abroad, China continues to deepen reform and opening up, speed up economic development, and pay close attention to the development model of domestic circular economy [3] through the establishment of key national economic development zones and economic metropolitan areas [4], to form a combination of mutual linkage of economic development situation. China is promoting the comprehensive development of domestic economy both in

the urban and rural areas, so as to achieve common prosperity of nation-wide modernization. At the same time, its scientific and technological strength is moving from the accumulation of quantity to the qualitative leap and from the breakthrough of a field to the overall improvement of system capability with more and more inputs of education [5].

Together with economy and education zooming, Xi's Cultural Thought, an open systematic theory, was proposed out, which includes the cultural issues, the methodology, the perception of knowledge, the functionalism and other systematization [6]. China is a special socialist nation which emphasizes the leadership and guidelines from its central government so that Xi's Cultural Thought is propagandized as a job with extreme importance in every field of current national politics, economy, culture, and societal life [7]. In the end, under the macro layout of reform and opening-up, there has appeared a good situation in which the special economic zones and the inland provinces are interconnected, large-and-medium-sized state-owned enterprises and the

township enterprises coexist and complement each other, and scientific and technological innovation and revolution continue to emerge. In the vast land of China, scientific and technological innovation leads the development with intelligent manufacturing emerging endlessly [8]. It's widely reached that only the breakthrough of high-technology can better serve all enterprises and practitioners on the technological ecological chain, so that the people can truly benefit and lay a solid scientific and technological foundation for common prosperity and the great rejuvenation of the Chinese nation.

As the international situation changes, the export, as one of the three carriages of China's economic development, is undergoing through ups and downs [9]. Affected by the economic crisis and the COVID-19 pandemic, there is a trend of anti-globalization development and the world economy is developing slowly [3]. In particular, China has to face sanctions, restrictions, suppression and other counter-market behaviors from the international pressure, resulting in a great change unseen in a century [10,11]. In order to develop its emerging market economy and to promote the world peace, China proposes to construct a shared community of human beings [12]. With the beginning of One Belt One Road, the nations in European and Asian regions seek common economic development and build up a cross-cultural system, which boosts the mutual communication all over the world.

2. Core Competence

Competence is defined and interpreted in many varieties in its use and its terminology construction [13]. As a coordinated combination of multiple resources and skills that demonstrate unique attributes in image, knowledge, skills and character to maintain a competitive advantage for sustainable development individually or collectively, it is the overall category of powers assessed in behavioral, cognitive, and cultural aspects [14]. The attribution of competence is significantly influenced by social categories [15]. The core competence is the key, fundamental, basic outstanding quality and ability, which matters for the individuals to adapt to the increasingly complex and changeable social needs and to realize personal development [16].

Based upon the situation home and abroad, China has been emphasizing its citizen's education, so that the education of the core competence is set up and carried out among the school education, which is divided into six abilities: humanistic heritage, scientific spirit, learning to learn, healthy living, responsibility carrying, and innovation performance [17]. As the object of national talent education and the reserve force of national construction, all the students have to do the following three things in terms of cultural heritage: First, to establish Chinese cultural feeling, to inherit and to carry forward Chinese cultural heritage. One of the essential qualities is the feeling of family and country [18]. As the concentrated essence of excellent traditional Chinese culture, it has always been the cultural gene driving its development and increasing national cohesion. The second is the nationalized language: Mandarin Chinese, which is the tool of communication across its vast nation, shortening

the distance between each member, is the best bond of nation's identity with a long and nonstop history. In particular, the formulation and writing of the Chinese characters with the policy of "Writing the same calligraphy" makes it possible to communicate and connect extensively all over the nation. Chinese characters and calligraphies become the ties of the nation permanently marked with humanistic symbols. Although there are various dialect varieties, the communication between each other has never stopped. Eventually, Chinese civilization is flourishing with rich contents and quaint custom.

The second aspect of core competence is scientific spirit, which coincides with the current needs of the national development in the era of science and technology. Science and technology is the first productive force, especially in contemporary time when the new quality productive force is advocated for talent construction and high-quality development [19]. This ideological guidance is fully integrated with the national policy of attaching importance to science, technology and education, and further stimulates the strength of scientific talents for the better development. China starts its national policy of equal education for all the people, and carries out the nine-year compulsory education since 1986 to greatly improve the literacy rate. From general education to comprehensive education and from elite education to mass education, the education system opens a full range of school education with all the courses to lay out the talent strategy needed for its modernization and take the road of science and technology of digital economy and technological innovation at the same when a whole industrial system is under construction [20].

The next aspect of core competence is learning to learn. In the new era of continuous information technology revolution and information explosion, all the students have to learn to learn the latest knowledge and select information for the improvement of comprehensive ability. By utilizing the modern teaching aid hardware and software, the students master the function of high-tech products, making good preparation for future creation. As the network original residents, the new generation of students have to shoulder the main body of digital education and vocational education in the next wave of technological revolution [21]. In the process of learning, they can constantly cultivate learning ability, improve communication ability, cooperation ability and innovation ability, and reach the standard of qualified societal constructors.

The fourth aspect of core competence is healthy living. As the best embodiment of the continuous enrichment of socialist material life and the increasing improvement of the spiritual life of the people, healthy living is to achieve the shared prosperity, and mark the social civilization with rich spiritual well-being [22]. All the people live and work in peace and prosperity, which is not only the goal of all Chinese people, but also an important aspect to cultivate contemporary students. It is the greatest value of life and learning for them to establish the spirit of serving the people and the noble sentiment for the people's well-being.

The fifth aspect of core competence is responsibility carrying. Responsibility plays a central role for sustainability discourse [23], so that younger students as the successors have to take over the responsibility and mission for national sustainable modernization

development. The time calls out the strong youngsters can make the nation strong, so that the students study hard for the great national rejuvenation and the Chinese dream of national prosperity, and inspire the sense of ownership and the revolutionary struggle to get strong [24]. The sense of responsibility can make them to face and accept the challenges with the confidence.

The last aspect of core competence is innovation performance. Innovation is the process and result of the active transformation of the subject to the object [25]. High innovation performance is achieved the development of innovative capacity within behavioral and cultural context and practices for innovation so as to more effectively deliver innovation outcomes and performance [26]. In the practice of socialist modernization, students constantly cultivate innovative thinking, understand the scientific laws of national construction, and get familiar with the purpose of the growing material and spiritual needs of the people and the positive result of promoting national development in social practice.

3. English Pedagogical Students

In order to train more talents, teacher training system has been running with an inclusive subject in schools with profound pedagogical groundwork. When pedagogical students attend the teacher training program for a qualified teacher and are granted with a certificate, they can choose to teach. Education of pedagogical students is emphasized all the world and all levels of normal colleges or training schools are established, including secondary normal schools and higher normal colleges/universities. The training of normal university students and the teaching of teachers greatly improve the talent education. The level and training of teachers/students is the determining factor of the quality of school education not only to improve student achievement, but more importantly for excellent teachers to push well-prepared students further and make more students reach their prime [27].

Many countries like France and Germany have developed the full education system with teacher training institutions with professional courses and teaching practice, and have trained a huge team of teachers. The shortage of teachers is a common problem in developing countries, especially in rural areas, which greatly hinders social development. The role of teachers in promoting teaching activities and facilitating students' learning and growing is increasingly important [28].

The thought of education for teachers and students in China has existed for a long time as well. In Spring and Autumn Period, there are many scholars like Confucius who open private schools or academic institutions to teach students their theories. In the Eastern Han Dynasty, the two characters Shi (师: teacher) and Fan (范: model) are put together as a phrase which means that a teacher is a model of a person [29]. During the following dynasties, there are many private and public schools and academies to cultivate the students. The reform-and-opening-up policy drives its economy to develop rapidly which leads to the increasing demand of talents, so that normal colleges are set up in various places to train pedagogical

students. As required, pedagogical students in normal universities receive the professional study of a major and get engaged in teaching for the future teachers. At the end of last century, many teachers' schools are promoted and changed into normal colleges/universities for a higher level of pedagogical students. In 2018, Normal universities directly under the Ministry of Education implement a program of public education with state expense for pedagogical students, increasing their investment and employment scope.

English pedagogical students are a share of tens of millions of college students, who choose English as a major and decide to teach English as a career. China insists on its open to the outer world and set up English as a major subject equal to Chinese and Maths in school education [30]. All the stakeholders attach great importance to learn it inside and outside the schools so that English teachers are necessary and needed all the time. English pedagogical students follow the trendy and become the new norm not only in normal universities but also in vocational colleges.

4. Education of English Pedagogical Students

The education of pedagogical students to cultivate excellent teachers is inseparable from the complete study of professional courses in state-authorized normal universities and the acquisition of teacher qualification certificates [27]. The curriculum design of normal universities is strictly controlled by the national education management department and formulated according to the educational agenda and policies. At the same time, local education authorities and textbook publishers are also involved [31]. China's teacher education also holds that the level of pedagogical graduates directly affects the quality of teachers, so that the Ministry of Education promulgates the measures for the implementation of Professional Certification of Normal Universities, which regards the quality of graduates output of normal colleges as an important basis for certification to improve the quality of pedagogical students in the aspects of teacher professional certification, professional competence standards and teacher professional standards [32].

English is different from other subjects and majors in universities. As a universal language in the world, it requires school education to pay attention to the cultivation of English language ability and constantly improve the humanistic spirit of pedagogical students. Through the study and practice of professional knowledge, English pedagogical students master the hierarchical construction of its pronunciation, words, sentences, text and meaning, and the application of listening, speaking, reading, writing and translation, so that they can acquire solid basic language skills, rich language knowledge, and improve their learning and communication skills. In a specific course of study, they need to acquire the basic knowledge of English major, develop the ability to learn professional knowledge, and demonstrate the ability of English professional skills, which require them to acquire the

ability of learning and transforming from textbook knowledge to language and culture, and the comprehensive ability of cross-language and culture.

At the same time, English pedagogical students keep it in mind that the education concept of “what and how to cultivate students” to strengthen the effective cultivation of core competence [33]. With time moving on, the professional education of English pedagogical students in normal universities need to be promoted, changing from the pure language output of traditional English teachers’ teaching style to eventually become inspirational and research-oriented teachers giving directional guidance and improving academic performance.

5. Methodology

5.1. A Survey

Based upon the contemporary education of English pedagogical students in China, a survey was designed for curriculum resources. The participants chose a topic and decided its category of curriculum resources.

5.2. Procedure

The survey was designed in the beginning of the first semester of 2024, and conducted From March to May, 2024. There are three classes with a total number of 105 English pedagogical students in School of Foreign Languages of Xinyang Normal University, which meant there were 105 participants in this survey. With the survey announced in class, all the participants determined to form a team; then all the teammates discussed and decided a topic that they wanted to present the most; once a topic is decided, they decided its category of curriculum resources. In the end, the monitors collected the file with all the topics and their categories, and handed in.

5.3. Result

The data was collected in the three classes of 2023 in School of Foreign Languages, Xinyang Normal University. The participants are from three classes: Class 3, Class 4, and Class 5. In Class 3, there are 9 teams with 36 participants in total. In Class 4: there are 13 teams with 34 participants in total. In Class 5: there are 21 teams with 35 participants in total. It presents that all the students from the three classes all take part in this survey, so that the number of participants is 105.

According to their responses, 2 teams/individuals agree to curriculum resource from Student We Media Course; 3 teams/individuals prefer curriculum resource from Source Language and Cultural Translation Course; 7 teams/individuals are more appreciated with curriculum resource from Traditional Course; 8 teams/individuals choose curriculum resource from New Era Specialized Course; additionally, 26 teams/individuals hold the ground of curriculum resource from Student Autonomous Course. all the teams, that is, 105 individuals apply for Newly Digitalized Teaching Resource.

5.4. Data Analysis

There are 2 teams/individuals agree to We Media as a new opportunity for curriculum resource, which implies that the arrival of new media begins to influence college students’ learning. Contemporarily, short videos and webcasts have become the new fashion. Forums, blogs, microblogs, Wechat and emerging video websites constitute the main existing expression channels of We Media. The creation of we-media not only reflects people’s emotions, attitudes and actions, but also reflects their attention to teaching and their expectations [34]. English pedagogical students can make use of We Media by making short videos, manuscripts and live broadcast to sharing with others. They have their own advantages like lovely appearance, good temperament, excellent eloquence, wide knowledge and right value, which are the standard images of net celebrities [35]. In reality, there is a certain market with more potentials on the network platform for English majors, who are favored by students in many universities.

About three teams/individuals who prefer that the translation works of source language and culture can be used as curriculum course, it is indicated that more and more Chinese students develop the awareness of learning English from their own language and culture. When English majors in Chinese universities learn English language and culture, they cannot circumvent their mother language and culture by bilingual learning so that they are embedded with Chinese culture. They can start from the translation of Chinese traditional culture and local culture, and carry out the comparative study of Chinese-and-English languages. First of all, the corpus of Chinese materials are collected and organized. Secondly, Chinese-English translation is initiated with proper translation skills and attention to the similarities and differences between the source language and the target language, which can improve the conversion and translation of English-Chinese. Then, the source language translation works of the text materials are classified into the corresponding English subject category. This process is complicated and full of loans so that pedagogical students with intermediate level of English can take part in to achieve the purpose of learning English.

The next batch is 7 teams/individuals more appreciated with Traditional Course as curriculum resource, which underlies that the education of English pedagogical students is deeply influenced by detailed curriculum designs in which one important parameter is curriculum resources. It refers to various conditions and materials used in the reparation and development of the curriculum for students and teachers to use in accordance with curriculum standards to carry out teaching activities. Chinese normal colleges have performed the design and operation a blended curriculum system with core curriculum and extended curriculum for English majors [36]. Core curriculum includes the compulsory courses that English pedagogical students need learn for English fundamental ability and skills while extended curriculum contains these selective courses to enlarge their language studies related to English. Traditionally speaking, English

majors have to study the compulsory courses including Integrated English, Advanced English, English Literature, English Translation, English Linguistics and so on. The traditional English courses have strong subject characteristics and scientific content, which still exist in the classroom teaching and learning materials for teachers and students. Nowadays, they still play a critical role in English studies as textbooks and/or references.

The following is about Newly Digitalized Teaching Resource with 8 teams/individuals. In the new era, education reform becomes more and more urgent since the traditional teaching meets its bottleneck under the many challenges. Traditional curriculum has lost its main position due to its teaching notions, methods, and contents, so that the construction of new era teaching curriculum resources has become a necessity. There are many new situations in contemporary English education, and the course construction is also advancing with the time. Teachers and students both avoid the unintended consequences of teaching traditional courses by choosing the updated curriculum resources. For example, the current colleges pay attention to ideological and political education, and integrate the ideological and political topics rich in the present atmosphere. English majors need notice the new situation of language development, such as English phonetic variation, word novelty, usage change, register difference, etc.

The next curriculum resource is student autonomous courses which 26 teams/individuals hold up to. Education reform advocates the students-oriented teaching so that they are allowed to choose the courses that are beneficial to their personal learning [37]. English pedagogical students have individual differences so that they can choose courses independently from various channels such as libraries, museums, the Internet, and travel. For English pronunciation learning and practice, pedagogical students can not only conduct it in the language lab, but also use mobile phone apps or computer software. Teachers and students can not only conduct error correction face-to-face, but also carry out video calls, or ask software to help them. Teaching student autonomous courses, teachers need provide instruction, guidance, help and assessment for better output of teaching proficiency. More importantly, students do not attend the teacher-oriented class without interactions.

Last but the most crucially, all the participants turn to another curriculum resource comes from digitalization and informatization which has become the new normal classroom teaching [38]. Information-based teaching courses are more conformed to the practical development. Within the recent years, multimedia assisted teaching hardware and software have applied in English classroom teaching. Additionally, all the students are equipped with smartphones and computers, which greatly enrich their curriculum resources to learn English without the limitation of time and place. Science and technology advances so swiftly that teachers and students benefit a lot from newly-digitalized curriculum resources via intelligent platforms like Tencent, Wechat, Zoom or Teams. With the influence of modern technology, all the

students make good use of the internet, find any available information and utilize computer assisted teaching to present their courses.

6. Conclusion

It is legally required that all the pedagogical students need develop their core competence in the process of development of curriculum resources. Core competence includes six aspects to English pedagogical students who develop humanistic spirit, scientific spirit, and learning to learn, healthy living, responsibility carrying and innovation performance. On the other hand, their curriculum resources are subdivided into six channels: traditional courses, new era specialized courses, newly-digitalized teaching courses, student autonomous courses, student We Media courses, source language and culture translation courses. They are each intertwined and corresponded, as shown in the following [Figure 1](#).

There exist certain correspondences between competence and curriculum resource of English pedagogical students. Specifically, humanistic heritage corresponds to traditional courses, new era specialized courses and the source language and culture translation courses, since humanistic heritage spirit is regarded as a universal human-centered pursuit to value and respect each man so that English pedagogical students develop the basic ability, emotional attitude and value orientation in learning and applying knowledge and skills in the field of humanities in curriculum resources of traditional courses, new era specialized courses and source language and cultural translation courses.

The second demand of scientific spirit corresponds to newly digitalized teaching courses and student We Media courses, particularly in developing modern science and technology, which determines all walks of life at present.

The third demand of core competence is Learn to Learn corresponds newly digitalized teaching courses and student autonomous courses in which pedagogical students develop their theoretical study and practical application.

Healthy living corresponds to student We Media courses, for healthy living is the final purpose of all the citizens to fight for better material civilization and ideological progress, and ensure the comprehensive performance of students in self-understanding, physical and mental development, and life planning. Specifically, We Media programs include the basic points of cherishing life, sound personality, self-management.

The next demand is responsibility carrying, which corresponds to source language and culture translation courses because pedagogical students face a crucial task as future teachers who have to pass on the native language and culture.

The last demand of core competence is Innovation Performance, which corresponds to Student We Media Course. English pedagogical students can make a full demonstration of innovation performance in making We-media programs and lectures based upon what they have mastered in EFL.

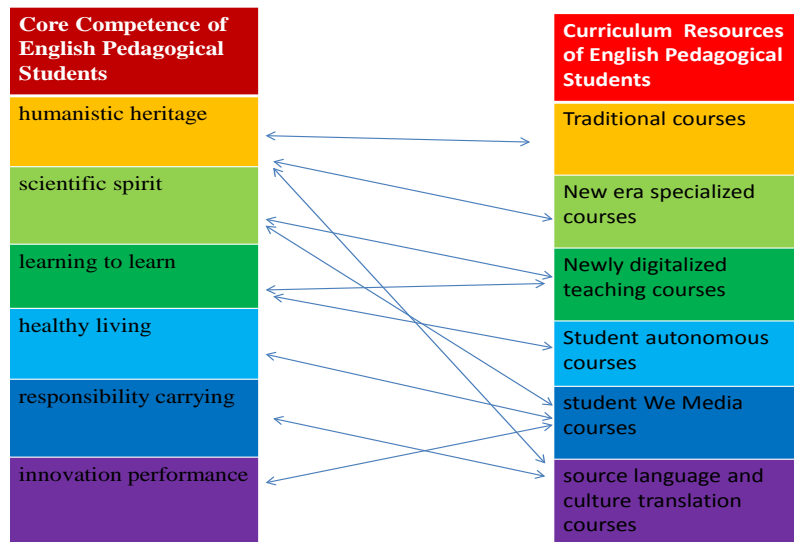


Figure 1. Core Competence and Curriculum Resources of English Pedagogical Students

7. Limitations

First of all, the number and scale of participants are limited. Additionally, their responses are subjective and inevitably partial.

Secondly, content setting, evaluation mechanism and implementation rules of curriculum resource for English pedagogical students need to be improved.

Thirdly, it is not appropriate to separate the core competence and curriculum resources of English pedagogical students. They are intertwined and connected with each other. A certain core competence is closely related to other curriculum resources, and each curriculum resource can contain all core competences.

Finally, the future work involved needs to be continuously improved and evaluated in the teaching practice of English pedagogical students.

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