Research on the construction of general education system of higher education aiming at the cultivation of core literacy

Actie Huang[1, †], Yiran Liang[2, *, †], Wei Xia[3, †], Angting Xiao[4, †]

[1]College of Chinese Language and Literature, Wuhan University, Wuhan, China
[2]Faculty of Music and Performing Arts, Sultan Idris Education University, Perak, Malaysia
[3]College of French Studies, Sichuan International Studies University, Chongqing, China
[4] Liberal Arts & Professional Studies, York University, Toronto, Canada

```
            2663722375@qq.com
    *p20212003100@siswa.upsi.edu.my
            2653834871@qq.com
         xat2000@my.yorku.ca
```

Abstract. Under the influence of pragmatic thinking, it is very common to emphasize subject teaching in the current college curriculum. The continuation of this situation has not further reduced the employment pressure. In order to broaden the development space of college students, scholars have turned their attention to general education. How to combine general education with university learning has become a problem. Core literacy has accumulated many years of research results, and general education aiming at core literacy has become a breakthrough in integration. This paper discusses the origins of core literacy, the current state of core literacy in higher education, and the current state of core literacy in general education, before proposing the development of a general education system of higher education with core literacy as the goal, including curriculum content, implementation methods, teaching content, teaching content, curriculum standards, etc.

Keywords: core literacy, general education, higher education.

1   Introduction

As a cultural phenomenon, core literacy is closely related to the living cultural environment. The sign of the times will preset the vision and framework of core literacy. Different times have different requirements for the specific content of core literacy. The objectives of general education is to cultivate complete talents with pioneering spirit, comprehensive knowledge and healthy emotions.

The orientation and implementation of core quality in Chinese higher education cannot be independent of the environment of the times. Under the multi-cultural background, Chinese universities need to build a brand-new and complete general education

system based on core literacy training to provide guidance for college students. How to innovate the content, form and method of cultural communication and value transmission carrier is an urgent problem for colleges and universities. It is also worth thinking about how the general education of Chinese universities should respond to the new requirements of globalization for talent training. It has become the common aim of higher education in all countries to cultivate high-quality talents with correct judgment and cross-cultural communication ability. University education aims not only to spread knowledge to students, but also to explore global issues through its broad and innovative interdisciplinary fields, and guide students to increase the depth and breadth of knowledge so that they can meet the challenges of future life.

From the new perspective of globalization, we should think about the comprehensive quality of college talents, innovate relevant general education concepts and objectives, improve the general education curriculum system, change the implementation mode of general education, and enable students to have rational thinking ability, critical spirit and information literacy. The purpose of studying the innovative development of the general education system is to have a better understanding of the core quality, so as to adapt the general education in China to the changing world. Taking globalization as the background, this paper discusses the opportunities of general education in Chinese colleges and universities with the aim of cultivating core literacy by comprehensively using various research methods such as literature research, historical research, comparative research and inductive analysis. This paper probes into the innovation and perfection of the system of general education in Chinese colleges and universities.

2   Evolution and development of core literacy

2.1   Social literacy standard of moral agriculture

Confucius' educational thought has rich connotation of agricultural education. He advocates "benevolent politics" in agricultural politics, emphasizes "rich peasants" in economy, implements "benevolence and righteousness" in education, and advocates "ecological protection" in the relationship between man and nature. His thoughts have a profound impact on the understanding of civic literacy in Chinese traditional culture. However, the concept of citizen came into being in the context of western philosophy. The traditional values of the Chinese nation are more inclined to the moral order centered on etiquette, rather than to the inner core of a person's existence. It is committed to dividing human behavior into two categories: objectively correct or incorrect, and define human behavior within the framework of etiquette. Chinese-style literacy education expects students to invest time, effort and perseverance in order to become a noble and civilized person(gentleman), emphasizing the harmonious unity of human and social order.

2.2   The competence standard of industrial society

With the advent of large-scale industrial production, society has paid more attention to specialized skills.[1] In the 1920s, the element of ability was first used in the analysis

of vocational achievement in the field of vocational education. Piaget, McClellan and Gardner all discussed this. [2] Until 1996, the United Nations Educational, Scientific and Cultural Organization (UNESCO) released "Learning: wealth in it", which proposed four learning pillars, which were updated into five in 2003.Among them, learning to live together, learn to develop and learn to change reflect the new requirements of the society for citizenship in the new environment.

It is precisely because industrialization has once again enabled a small number of non-Western countries to catch up with and integrate with the West in the 20th century. The experience of developed and emerging countries increasing productivity and lifting themselves out of poverty through industrialization has led many policy makers to believe that the future economic hopes of developing and underdeveloped countries depend to a large extent on the development of industrialization.[3] Industrial development cannot rely solely on morality, which is not omnipotent.

2.3   The Literacy Standard of Information Society

Since the 1990s, the society has entered an information age with the acceleration of globalization, the rapid development of science and technology and the rapid expansion of information network. In the face of the complex and changeable environment and the rapidly changing life, morality and ability can no longer keep up with the pace of the times. The concept of literacy arises at the historic moment. Literacy is the enrichment, expansion and upgrading of morality and ability, and it is the combination of knowledge, ability, emotion, attitude, values and so on. So the concern and research on literacy and even core literacy has been carried out vigorously since then.

As education become increasingly about the competitiveness of international talents and the comprehensive strength of countries, the index and International relations are both competitive and cooperative, and the future is full of uncertainty. "Global competence" in China must be based on nation-state identity, not only to build national self-confidence, but also to prevent populism. "Global competence" is the connotation extension and space expansion of "establishing morality and cultivating people" in China. In addition, it can not be ignored that peace and development are the basic value positions of "global competence" in China. Besides, a person can be competent and competitive only if he has the comprehensive or overall qualities needed to engage in a certain activity, and when a person has only one or some of the qualities needed to engage in a certain activity, he cannot be competent and truly competitive.[4]

In the context of the new era, people's real life and social development are often faced with a variety of complex situations. Individuals need to have the literacy needed to solve practical problems in complex situations in order to achieve success in life and promote social development. Therefore, the core literacy is also known as "21st century literacy", which highlights the literacy needed to solve practical problems in complex situations. In 2014, the Ministry of Education issued the "opinions of the Ministry of Education on comprehensively deepening Curriculum Reform and implementing the fundamental Task of establishing morality and cultivating people" for the first time to build a "core literacy system" and formally promulgated the framework of Chinese stu-

dents Development of Core Literacy on September 13,2016. In 2018, the China Institute of Educational Innovation of Beijing normal University released the Research report on 5C Model of Core Literacy in the 21st Century (Chinese version), which clarified what qualities China's international talents should possess. The evolution of core literacy in China since it was put forward reflects the development of the direction of talent training in our country.

3   Core literacy and higher education

3.1   It is particularly important to improve students' core literacy in higher education

Importance of core literacy.
Literacy is different from the concepts of knowledge, ability and attitude. It emphasizes the integration of knowledge, ability and attitude, goes beyond the dualistic thinking mode of knowledge and ability for a long time, highlights the importance of emotion, attitude and values, and emphasizes people's reflective thinking, action and learning [8]. Literacy is an organic whole, in which the attitude factor is particularly important. "Accomplishment" has a broader meaning than "ability". Its difference from "ability" is that ability can be either innate or acquired; Literacy is "teachable and learnable". It is acquired through acquired learning. It can be planned, designed and cultivated through intentional artificial education [5]. It is a long-term acquisition of learners through curriculum teaching. Literacy can be assessed and needs long-term cultivation. If literacy is the need of basic life, then core literacy is the need of high-quality life. It emphasizes the common bottom line requirements that are indispensable in different learning fields and situations. It is a key, necessary and important literacy. Core literacy is few and excellent.

Higher education teaching reform needs to pay attention to the cultivation of students' core literacy.
Since the reform and opening up, especially in the past five years, the quantity and quality of higher education have been improved to a certain extent. The problems of inadequate and unbalanced development of higher education still exist. Compared with the new expectations and requirements of the people and the needs of regional economic and social development, local colleges and universities still have a large gap in talent training quality, scientific research level and social service ability [5]. In the context of the transformation from a large country of higher education to a powerful country of higher education, local colleges and universities are facing both rare development opportunities and severe challenges in the process of transforming from cultivating a sufficient number of professional talents to high-quality talents.

The construction of students' development core literacy system is of great significance to improve the quality of talent training and enhance national core competitiveness, which is the trend of international education development and reform. The mission of basic education is to lay the foundation for each child's academic development

and personality development. Compared with basic education, higher education has a closer relationship with economic and social development [9]. The quality of talent training, scientific research level, transformation ability and social service level of colleges and universities directly affect national progress, regional economic and social development and the needs of the people. How to focus on the fundamental task of educating people and comprehensively improve the quality of talent training is an urgent problem to be solved at present. In order to actively adapt to and meet the needs of local economic and social development, college teachers should not only teach, but also pay attention to "educating" [5]. Classroom teaching is the most direct process of "education". Therefore, we should further cultivate students' core literacy, improve students' innovative spirit and practical ability, and cultivate high-quality applied talents needed for social development through the reform of classroom teaching in colleges and universities.

3.2 The key to improving students' core literacy in the process of Higher Education

Cultivating students' core literacy has become the top priority of the current classroom reform. What kind of classroom reform goals can be established to achieve the cultivation of students' core literacy? What kind of classroom teaching strategies can improve the development level of students' core literacy? How to break the time and space constraints in and out of class and guide and help students improve their core literacy and learning efficiency?

The education reform based on core literacy will shift from single knowledge and skills to comprehensive quality, from subject learning to interdisciplinary learning, and from indoctrination learning to inquiry learning. The implementation of core literacy will strengthen discipline literacy, and discipline literacy provides a reliable platform for the learning of core literacy [9]. It can be seen that core literacy emphasizes not knowledge and skills, but the ability to acquire knowledge. The core literacy education model replaces the knowledge transfer system, which will be an important node in the development of quality education and has far-reaching significance. Constructing the core quality system of students' development is the starting point of quality education, which is also the key problem faced by the current higher education reform.

3.3 Measures to cultivate core literacy in Higher Education

The continuous deepening of higher education reform has provided new ideas and methods to promote students' core literacy. Considering some problems that exist in the current process of developing core competencies of students, it is necessary to strengthen the development of core competencies of students in the following aspects.

Further promote the reform of enrollment system.

To strengthen the cultivation of students' core qualities, we should focus on the source and reform the existing enrollment system. The current student enrollment system is mainly composed of two basic links: the first exam and the second exam. Students often pay attention to the basic knowledge of students' related disciplines in the initial examination, and the examination of students' speculative ability and innovative thinking is relatively weak [9]. Although this form of preliminary examination can ensure the fairness of students' examination to the greatest extent, some students with less theoretical knowledge but innovative ability often fail to pass the examination [7]. Many undergraduate students only take the postgraduate entrance examination to escape the pressure of employment, and have no great interest in scientific research and learning at the student stage, which puts great pressure on the cultivation of students' core literacy. In view of this situation, the current enrollment system should be reformed, and the examination results should not be the only standard for students to enter the school. At the national level, the requirements for the score line of the preliminary examination should be appropriately reduced [6]. Colleges and universities should, according to the actual situation, assess the candidates' academic performance, competition awards, thesis publication and other aspects during the undergraduate period, so as to ensure that some undergraduate students with slightly poor theoretical foundation but innovative thinking can pass the examination. In the process of the re examination, we should expand the autonomy of the tutor in the student examination, let the tutor more participate in the process of student enrollment, and increase the link of the tutor's assessment of students, so that the tutor can select some students who love scientific research, have strong speculative ability and innovative spirit to cultivate.

Establish a perfect curriculum system for cultivating students' core qualities.

Colleges and universities now place great emphasis on the cultivation of students' core literacy, and some colleges and universities have opened relevant courses [9]. However, the existing core literacy courses are often set up on the basis of undergraduate courses, the degree of differentiation is not high, and the teaching content of related courses is relatively old, which has a large gap with students' life and learning, resulting in students' low interest in learning. In view of this situation, we can set up special courses for students, and introduce students to the scientific research frontier, research methods or innovative thinking of related disciplines through this series of courses [5]. In addition, we should give full play to the advantages of public elective courses and professional elective courses in the cultivation of students' core literacy, break the barriers of discipline and teachers' attribution, actively introduce experts from enterprises and institutions and scientific research institutions to form a teaching team, establish a cross college, cross unit, cross industry professional students' core literacy teaching team, fully consider the existing student curriculum system, and adopt flexible and diverse ways, Integrate relevant courses into the existing curriculum system, change the traditional classroom teaching methods, and adopt the form of academic lectures, academic salons or academic seminars to fully mobilize students' enthusiasm and subjective initiative, and constantly enhance their core qualities [7].

Give full play to the role of tutors in the cultivation of students' core qualities.

The tutor is the first person responsible for students' training. Developing a student's core competencies is a systematic project in which tutors play an irreplaceable role. Under the guidance of tutors, students participate in subject research. In this process, students can not only learn professional knowledge and exercise scientific research ability, but more importantly, tutors can teach students by words and deeds in the process of guiding students to carry out scientific research activities, so as to cultivate students' academic ethics and professional integrity [7]. Colleges and universities should further improve the tutor selection mechanism on the basis of the existing tutor management system, and clarify the basic qualities and employment conditions that tutors should have. In the process of appointing tutors, we should adhere to morality first, give priority to the appointment of teachers with noble ideology and morality and high professional quality, and at the same time, we should not relax the requirements for tutors' scientific literacy and professional ability [6]. Establish and improve the tutor evaluation mechanism, regularly assess the hired tutors, and eliminate the unqualified tutors in time. In addition, we should also establish a perfect tutor training system, so that tutors can correctly understand the training objectives of students and the importance of tutors' work, get familiar with all links and specific work contents of guidance as soon as possible, and give full play to the role of tutors in the cultivation of students' core qualities.

Actively guide students to participate in scientific research activities.

With the continuous expansion of student enrollment in China, student education has also changed from elite education to mass education. In this context, the quality of student education in some colleges and universities has declined, resulting in the undergraduate education of students. In the student stage, we should focus on cultivating students' innovative thinking and critical spirit, so that they have strong scientific research ability. Encourage students to actively participate in scientific research projects and cultivate students' scientific research ability to do special research [6]. Student tutors or research groups generally undertake horizontal or vertical scientific research projects at all levels, and encourage students to actively participate in these projects and undertake part of the scientific research work independently. In the process of participating in the project research, they not only learn scientific research methods and working methods, timely understand the theoretical frontier and hot issues of relevant disciplines, but also strengthen the cooperation and exchange with tutors and other members of the research group, It is of great help to improve their scientific research ability and communication ability [7]. The school can also design some innovative projects for students, encourage students to apply, provide financial support for the projects approved, fully mobilize students' enthusiasm, stimulate their interest in scientific research, and cultivate students' ability to explore the unknown world and practical ability in the process of scientific research.

4   The Core Literacy and General Education

4.1   The development process of general education

The practice of general education before 1949.

General education was proposed in the early Qing Dynasty. As the primary purpose of university education proposed by the Chinese government, it focuses on "wisdom" and "wisdom". Virtue needs to inspire loyalty and correct trends, while wisdom needs inspiration. In the Qing Dynasty, general education requirements focused more on "Virtue", which refers to feudal ethics and filial piety. The curriculum includes "general learning" and "professional learning". General studies include classical literature, science, Chinese and foreign history, elementary arithmetic, elementary literary style, elementary politics, elementary geography, literature and gymnastics. Students also need to choose from five foreign languages: English, French, Russian, German and Japanese. There are various types of professional learning courses, including advanced arithmetic, advanced education, advanced political science, advanced geography, agriculture, mining, engineering, business, military science and health.

1949-1976: Learning from the Soviet Union, the transition from general education to specialized education.

After the founding of the people's Republic of China in 1949, the old higher education system in China urgently needed to be reformed taking economic and political factors into consideration. Learning from the Soviet Union, a vocational education model was established. In the new context, the task of colleges and universities has changed from a knowledgeable general to cultivating specialized talents. The development direction of the guiding ideology, the subsequent adjustment of colleges and departments and educational reform activities have promoted the rapid reform and development of higher education majors [10].

Cultural quality education since the reform and opening up.

Following the reform and opening up, significant changes have been made in the conceptions of the economy, science and technology, education, culture, and other areas. Higher education currently faces an urgent need to reform the curriculum structure. How to cultivate all-round talents with modern science and technology and management knowledge, noble morality and rich humanistic spirit has increasingly become the focus of higher education reform. At the same time, people are fully aware of the great power of science and technology, meanwhile, the determination of the strategy of "rejuvenating the country through science and education" has enhanced people's understanding of "science and education". College curriculum ignores the due status of humanities, which results in the decline of College Students' humanistic quality.

Therefore, the pilot of "cultural quality education" has been carried out in some colleges and universities since 1995, and it entered the stage of comprehensive promotion in 1998. It not only aims at the actual situation that China's higher education overem-

phasizes professional studies and ignores the comprehensive quality cultivation of college students after the founding of the people's Republic of China, but also aims at the one-sided development of students caused by excessive specialization [11]. Among many qualities, humanistic quality is especially lacking. Therefore, we should strengthen humanistic education to cultivate comprehensive, educated and high-quality talents. The reform of curriculum content has a lot to do with the general education to be discussed. At present, the research on curriculum reform and college students' cultural quality education has become the focus of college curriculum reform.

4.2   The current implementation of general education aiming at the cultivation of three core literacies

General education courses in colleges and universities in China cover humanities, mathematics, natural and social sciences, ideology and politics, computers, languages, arts, sports and so forth [12].

The Cultural Foundation.

Culture is the root and soul of human existence. The core literacy of the cultural foundation aims to cultivate students' inner spirit [13]. After grasping a clear face of the outstanding achievements of human wisdom, students become aware of the value of and know how to pursue the oneness of truth, kindness, and beauty, forming a person with a broad cultural background and a more enlightened spiritual desire.

General education tends to enrich students' humanistic spirit by promoting students' learning of humanistic knowledge such as historical research, literature and art.

Firstly, historical research in general education courses mainly guides students to analyze history and understand the world using the method of historical materialism. Its content focuses on the emergence and development of major global issues and viewpoints in the modern world, so as to cultivate students' complex thinking and make them understand that the occurrence of any historical event is the result of "historical synergy", including various factors such as political, economic, cultural and religion. For example, the famous historical issues includes the First and Second World Wars, the disintegration of the Soviet Union and the upheaval in Eastern Europe.

Secondly, literature and art classes help to inspire students' humanistic quality and make them form a more complete concept of the meaning and value of life. They are mainly divided into three categories. The first category focuses on classic literary masterpieces and literary works appreciation. For example, courses such as "Contemporary Popular Culture", "Introduction to Literary Studies" and "Chinese New Poetry Appreciation" offered in the general education courses of the university. The second category focuses on artistic creation, musical styles, visual arts, etc., with the purpose of developing students' ability to understand and appreciate art. The third category mainly discusses the historical stages with high cultural achievements and far- reaching influence in the process of human cultural history.

The self-improvement.

The primary characteristic of humans as subjects is autonomy. Self-development centers on recognizing one's own worth and developing one's potential, as well as managing one's own study and life properly.

The general education course sets up a career guidance course for college students, which aims to help students understand themselves rationally, understand the professional environment, help students tap their own potential, and thus enhancing their employment competitiveness.

At present, various companies in the society have higher and higher requirements for the competence of practitioners. College students need effective career planning, continuously develop their potential, and improve their professional ability in order to be invincible in the workplace. The career development and employment guidance course for college students plays an important role in guiding students to spend their college life efficiently and choose a reasonable career.

The social engagement.

Sociality is the essential attribute of human beings. Social engagement places an emphasis on the capacity to manage one's relationship with society, develop the moral standards and behavioral norms that contemporary citizens must uphold, foster the spirit of innovation and practical skill, and encourage the realization of one's own worth and social responsibility [14].

On the one hand, the study of social analysis in general education mainly allows students to understand the main theories, viewpoints and opinions of social sciences, and on this basis form a correct view of human behavior in modern society. For example, "economics", "public economics", etc., can explain how people's behavior is governed by the laws of the market, and what reasonable choices people will make when resources are scarce; "sociology" can explore the nature and reasons of social stratification.

On the other hand, the study of moral reasoning in general education focuses on introducing the content related to personal values and moral behavior choices, and helps students correctly understand rights, obligations, justice, fairness, loyalty, courage and personal responsibility concepts, promote students' continuous exploration of ways to make sound moral and political choices.

In short, general education allows students to master certain social knowledge, and the main focus is to help students improve their actual social life ability, so that they can truly understand the obligations they should perform as "social people".

4.3   The existing problems in the practice of general education

Chinese students' core characteristics, core competencies, and core values are the essential traits and essential competencies that students must possess in order to meet the demands of lifelong self-improvement and societal growth. The goals of general education are consistent with the elements of core abilities and values. General education and professional education in Colleges and universities complement each other, and

together constitute a curriculum system to meet the training requirements of core literacy. For college students, general education is the most important way to cultivate core literacy. At present, the overall situation of the development of general education is not optimistic. For various reasons, students' participation in general education is still a challenge. Students are guided to specific courses that meet professional or pre professional requirements [15]. The school curriculum credit setting always pays little attention to general education, for example, reduce the class size of face-to-face courses in general education courses and promote the search for lower cost ways to provide these courses: the use of graduate assistants, large-scale online courses, and, in extreme cases, courses outsourced to for-profit organizations.

Moreover, the critical information about the moral-education connotation of general education has not been completely transmitted to students. Make students lack of understanding of general education courses. General education is usually introduced to students when freshmen enter school. However, when the incoming first-year students enter the entrance training, they are eager for practical information to meet their immediate needs. Therefore, the value and intention of general education are conceptual in nature and often not emphasized. In most cases, general education has no special teaching and research organization for unified management, and students have inconvenient communication about general education courses. In addition to the courses offered by the Department, teachers may not be familiar with the characteristics and curriculum structure that constitute general education. And unlike deciding their major or minor, students have made a choice, and there seems to be no need for further research and reflection.

4.4   The role of academic Advisor

Teaching secretary: The teaching management of the secretary of higher education is very important for the systematic completion of the short-cycle teaching work of one semester and the long-cycle academic year or four-year academic year teaching work, which is helpful to improve the teaching quality and make the professional teaching work enter a virtuous upward cycle. The fundamental task of teaching secretaries in colleges and universities is to provide all-round and high-quality services for the teaching of general education in many aspects. it includes making good teaching preparations, uploading and downloading all kinds of teaching information, improving teaching equipment and teaching conditions, coordinating and solving teaching problems, alleviating teaching contradictions, etc., which can be embodied in the classroom, teaching materials, teachers' schedule, counting roster, electronic files arranged by invigilators and the sending and implementation of paper files. All kinds of mediation class arrangement and other service work [16].

Counselor: Counselors are responsible for helping students list the credit allocation requirements needed to complete each type of elective courses and help students find their own interests and advantageous subjects, which will help students get a better learning experience. Students will use this opportunity to explore other subjects and have a comprehensive understanding of other areas of study. Elective courses in the field of study can help students gain a deeper understanding of specific subject areas in

degree disciplines. For example, a marketing degree candidate may choose to narrow his or her degree focus and only take advertising courses to pursue a career in a specific industry.

Tutor: As the primary responsible person of graduate education, tutors' position and role in graduate comprehensive education can not be ignored. At present, China implements the graduate education training mode of "tutorial system", and mentors play a vital role in the educational work. In the process of getting along with the tutors and graduate students, the tutors' rigorous attitude in academic research and the quality of being serious and responsible for their work will imperceptibly influence and infect students in their daily communication and contact. and then play an exemplary role.

4.5   Recommendations for integrating general education into the education system

Infiltrating general education into professional courses and increasing opportunities for personal participation.

In the form of education, we can try to integrate the spirit and literacy advocated by general education into professional courses. General education is obviously different from professional education in connotation and function, but they do not reject professional education in essence.

While strengthening the learning of general education concepts, it is essential to eliminate the barriers of disciplines and infiltrate general education into professional education by means of campus environment, artistic activities and social practice, so that college students can have a good understanding of natural science, social science and humanities and thus realizing the combination of general literacy and professional skills in the development of students.

Social participation is one of the most effective ways to achieve the goal of general education and improve the effect of general education. According to the actual situation of general education in Chinese colleges and universities, one-time or short-term service learning methods can be adopted in the freshman stage to cultivate students' civic awareness and sense of social responsibility, which can roughly include the following forms:

First is the school-wide activities. The school organizes hundreds or thousands of students and community members to conduct one-day or a weekend service-learning activities. These activities can be selected during national events, such as International Labor Day, International Youth Day, etc. These activities are advocated by service-learning organizations, which are easy to attract media attention, and can have a profound and positive impact on students' inner value world, and are well received by university decision-makers.

The second is professional orientation activities, which are learning activities related to professional courses. Combining professional learning with extracurricular activities and leadership training is one of the measures for enhancing students' overall skills. Implementing such an activity provides students with real-life experience in written assignments and group projects that promote students' understanding of social realities.

For example, the ideological and political course requires students to go to remote villages to experience life, and the journalism course requires students to write about the experience of voluntary blood donation. These service-learning activities are closely aligned with the goals of classroom instruction and provide students with ample opportunities for combining written knowledge with real-world problem-solving.

The third is student organization activities: organize students to participate in service-learning activities related to social, environmental, and political issues through student associations. In addition, the student union or party branch of the university can also implement service-learning methods in the social service outreach program to provide opportunities for students to participate in service activities. For example, the student union organizes students to go to the community to participate in voluntary labor and help the left-behind children and poor families around.

Promoting the diversification of the implementation forms of general education.

Firstly, we can hold academic lectures on a regular basis. One of the most effective methods for the dissemination of ideas in a university is lectures. Academic lectures are a bridge between college students and the theorists and practitioners at the forefront of the times, which is beneficial to broaden students' horizons and activate their thoughts. The style of academic lectures has existed in China for a long time, and the most active one is undoubtedly the Peking University Forum. The Peking University Forum has created the excellent tradition of pursuing academic freedom and exploring true knowledge in Peking University for a hundred years, and has become an important part of the campus culture of Peking University. Universities could select people with extensive knowledge and noble character or people with high academic attainments in a certain field as the keynote speaker to enhance the attractiveness of general education to attract students' attention.

Secondly, colleges and universities can expand the knowledge of college students and improve the comprehensive quality of college students by organizing academic salons. Because college students are active in thinking and eager to gain a sense of identity through participation, communication and sharing, the salon is a free platform that meets the learning characteristics and personality development needs of college students. Universities can promote the development of online salons by establishing a standardized network platform, formulating relevant rules and regulations, and cooperate with other non-curriculum system construction, and exert the chain effect of general education. At the same time, teaching seminars could also be held to accumulate teaching experience and improve the quality of general education courses. Holding teaching seminars can not only attract the attention of teachers in general education, but also exchange with other schools to obtain useful experience and resources.

Finally, wo could rely on the network general education resources of famous schools at home and abroad and promote the construction of audio-visual database. Strengthen the construction of online classrooms, integrate multimedia databases and teaching management systems, and actively use online classrooms. Establish a network evaluation column. The network teaching evaluation has the characteristics of orientation and objectivity, so it can play a timely control and diagnosis role in general education, and is the direct driving force for promoting general education.

Strengthening the investment and the awareness of general education.

At present, the teacher management in China generally implements a quantitative assessment method and adopts a quantitative index system. It is difficult for teachers who offer general education to write relevant papers and related works in general education courses, which is not conducive to the selection of professional titles, and also leads to the inability of some teachers to invest time and energy in general education. In comparison, teachers are more willing to teach professional courses that are more closely related to scientific research. In view of this, schools can set up honors such as "General Studies Chair Professor" or "General Education Excellent Teaching Award" to provide the winners with substantial teaching resources, and adopt performance-linked measures to improve teachers' enthusiasm for participating in general education.

Apart from strengthening teachers' understanding of general education, it is necessary to encourage teachers with outstanding research achievements and enthusiasm in teaching to devote themselves to the work of general education. Hire teachers with outstanding business ability to take general education courses, and continue to encourage famous teachers to take basic courses. Establish a team of full-time and part-time mentors.

In addition, the support of government policies and the guarantee of the system have a huge role in promoting the development of general education and their better integration into the education system. To improve the general education curriculum system, special management agencies such as "General Education Center" and "General Education Teaching Steering Committee" can be established to be responsible for drafting planning, coordinating liaison, actual implementation, curriculum designs, evaluations of the courses and other affairs of the general education. In order to better integrate general education in education systems in various regions, it is worthy considering the establishment of a platform for everyone to exchange and learn, develop and improve high-quality general education courses, accumulate teaching materials and share resources.

5   Considerations on the integration of core literacy into the construction of general education system

5.1   Promoting the integration of general education and core literacy content

General education wants to develop the "whole person", and core literacies are also known as literacies that support the development of the individual. It can be understood that they are important for human development on the one hand, but at the same time have a more delayed educational effect than general subjects. At present, university courses are influenced by the employment situation, and the teaching focus is adjusted more to the general career needs. In addition, universities have a certain degree of freedom in curriculum development, and each school has its own limitations and characteristics, so it is more feasible to integrate the existing curriculum and make up for the lack of content.

The university curriculum can be officially divided into two categories, basic courses and specialized courses. The courses that were originally classified as basic courses, such as "physical education", "ideology and politics" and "university psychology", can be included in the content of general education and core literacy by modifying the content. For example, the ideology and politics curriculum already includes "values", "legal foundations", and "philosophical contemplation", but if the concepts of "global perspective" and "caring for the human race" are added to the core literacy, they can be used as a general education course at the higher education level to build the public's sense of values.

5.2   Finding the general education curriculum's implementation route with core literacy as the objective

Implementing general education with core literacy as the objective will help students adjust to society in a more positive and healthy way. In the current context of informationization and globalization, the traditional lecture format is being challenged. With the development of technology, there are more and more opportunities and ways for students to learn independently, and online education and home learning are gradually changing the traditional educational environment and educational philosophy. Therefore, it is better to use multiple educational delivery methods in parallel. We can invite famous experts and scholars to develop special online courses of general education with the characteristics and culture of our university, and combine them with face-to-face teaching to promote the implementation and application of general education in cultivating students' "core literacy"[17]. In addition, both core literacy education and general studies education are expected to have a long-term impact on human development, which means that they will probably not show significant effects in the present. Then, teachers should pay more attention to highlighting students' main position in the general education classroom, and let students "enjoy learning", "willing to learn" and "take the initiative to learn", so as to more effectively assure the impact of core literacy instruction.

5.3   Improving the evaluation criteria of core literacy general education courses

The addition of core literacy to general education has a better prospect for the development of higher education, and if certain means are not set up to help better understand the quality of education, the consequent disconnect between the idea of educational evaluation and the concept of quality education may become a prominent problem.

In the development of higher education simultaneous education system aiming at core literacy, efforts should be made to develop core literacy quality measurement standards, develop evaluation tools and evaluation instruments, and explore effective evaluation methods; Considering the development of students' core literacy, a development level rating standard from knowledge to ability and from ability to literacy should be established, through which in-depth observation and rating assessment of students'

development core literacy can be realized for schools effective feedback and guidance on education and teaching behaviors [18].

6   Conclusion

Modern higher education is constantly carrying out all-round reform and development of humanistic education. General education courses in different fields have been fully constructed and improved. A wide variety of general education and discipline education of undergraduate education complement each other to form a higher quality university education system. In the new century, in order to meet the growing number of application-oriented talents, the popularization education of colleges and universities is becoming more mature, the distribution of teaching resources and the reform of teaching courses are constantly innovating and reforming. In order to cultivate future social citizens with good core qualities, the general education curriculum plays a substantial role in the construction of students' comprehensive quality education.

References

1. Rodrik D.: Premature deindustrialization. Journal of Economic Growth, (2016).
2. Pepper S.: Radicalism and education reform in twentieth century China. Cambridge University Press, (1992).
3. Edward Vickers, Zeng Xiaodong: Education and society in post-Mao China. China Perspectives No. 1, SPECIAL FEATURE: Sights and Sounds of the Cold War in Socialist China and Beyond, (2017).
4. Lili Zou, Guo Rui: The international orientation of core literacy cultivation -- based on the thinking and reference of PISA Global competency report. Journal of World Education Information, (2022).
5. Calfee R., Wilson K. M., Flannery B., Kapinus B.: Formative assessment for the common core literacy standards. Teachers College Record, 116(11), 1-32, (2014).
6. Luo G.: The Construction of the Core literacy Cultivating System for College Students, International Conference on Education and Cognition, Behavior, Neuroscience (ICECBN) (2018).
7. Nan H., Tong S., Xu Y. : Cultivation of students' core literacy based on the mathematical culture perspective. East Asian mathematical journal, 35(2), 163-172, (2019).
8. Wang R.: A study on the cultivation of practical teaching ability for normal university students based on the perspective of core literacy. In Journal of Physics: Conference Series (Vol. 1578, No. 1, p. 012151). IOP Publishing, (2020).
9. Yanxia W., Qian, W.: Analysis of the Fine Management Strategy for the Cultivation of Vocational College Students' Core Quality based on Big Data. In Journal of Physics: Conference Series (Vol. 1881, No. 4, p. 042056). IOP Publishing, (2021).
10. Jibing Li: General Education Theory, Beijing Higher Education Press, (2012).
11. Libo Zhao: A Preliminary Study on Humanistic Development and General Education. Doctoral Dissertation, Fudan University, (2008).
12. Hanstedt P.: General education essentials: A guide for college faculty. San Francisco: Jossey-Bass, (2012).

13. Zhuanghai Shen: Cultural Vision of Ideological and Political Education, People's Publishing House, (2005).
14. Shousong Zhang, Hui Xu:Eight Basic Problems of General Education, Zhejiang Social Sciences, (2005).
15. Quan Zhang: The All-round Development of Human Beings and the Innovation of Educational Concept. Theoretical Journal, (2007).
16. White E. R.: General education: An academic adviser's perspective. Journal of General Education,62(2-3),137-43, (2013).
17. Cai Ze-Xiang, Zhang Wei : The evolution of liberal studies education and curriculum reform innovation in higher education: A personnel training program based on "liberal studies education" in Nanjing Audit Institute. Journal of Nanjing Audit Institute, (2010).
18. Chang Shanshan, Li Jiaqing: The development of a core literacy system in the context of ongoing curriculum reform. Fujian Education: Primary School Edition (A)(9), 6-6, (2015).