Exploration of the Practice Path of Personalized Teaching in Primary School under the Guidance of Core Competence

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Abstract: As a core educational objective in the new era, core competencies emphasize the integration of ability-oriented education and value-based guidance, encompassing four key dimensions: language, thinking, aesthetics, and culture. Their cultivation challenges the traditional "uniform" teaching model, requiring personalized instruction to meet students' diverse developmental needs. Grounded in multiple intelligences theory, the "zone of proximal development" theory, and constructivist learning theory, personalized teaching employs strategies such as tiered task design, differentiated resource allocation, and dynamic process evaluation. These approaches enable each student to achieve full development based on their individual foundations, thereby realizing the educational principle of "student-centered education."

Keywords: Core Competencies; Personalized Instruction; Theoretical Correlation; Differentiated Development

1. Introduction

Educational reform is deepening, while 'Double Reduction' policy is also continuously being implemented, and under such background, cultivation of core competencies has become core goal of basic education. Primary education, as critical period of cognitive development, interest cultivation and value formation, needs personalized teaching, which is not only key carrier of implementing core competencies, but also breaks traditional 'one-size-fits-all' teaching model, thereby realizing differentiated teaching. Personalized teaching is based on respecting individual differences, dynamically adjusts teaching goals, content and methods, and establishes 'one-person-one-strategy' growth support system, thus promoting students to develop comprehensively in language proficiency, critical thinking and cultural literacy. This article systematically explores practical strategies of personalized teaching in primary education under guidance of core competencies from four dimensions of theoretical framework, implementation principles, practical paths and guarantee mechanisms, thereby providing theoretical reference and operational guidelines for educational workers.

2. Theoretical Connection Between Core Competencies and Personalized Teaching

2.1 The Connotation and Educational Value of Core Competencies

Core literacy refers to essential character of students, as well as key abilities, gradually formed in process of receiving corresponding education, which meets needs of individual lifelong development and social development, covering dimensions such as construction and use of language, development and improvement of thinking, appreciation and creation of aesthetics, and inheritance and understanding of culture, with its essence lying in breaking through knowledge-based orientation, thereby emphasizing unity of ability orientation and value orientation. For example, in Chinese language teaching, core literacy not only requires mastering basic knowledge such as characters, words, sentences and paragraphs, but also cultivates critical thinking through text interpretation, while improving aesthetic expression ability through literary creation, ultimately realizing cultural identity and shaping of values. This educational goal poses challenge to traditional teaching mode, thus requiring meeting differentiated development needs of students through personalized teaching.

2.2 Theoretical Support for Personalized Teaching

Personalized teaching has profound and diverse theoretical foundations, thereby providing scientific guidance for educational practice. Gardner's theory of multiple intelligences reveals unique structure of students' cognitive abilities, emphasizing that each individual possesses

different advantage combinations across eight dimensions including linguistic, logical, spatial, musical and others, and based on this, personalized teaching should abandon 'one-size-fits-all' approach. Through designing differentiated tasks such as music creation, geometric modeling and role-playing, students of different cognitive types can find learning paths suitable for themselves and fully release their potential. Vygotsky's 'Zone of Proximal Development' theory emphasizes that teaching should precisely identify gap between students' current level and potential ability, which can be achieved through design of tiered goals, such as setting 'just-out-of-reach' progressive tasks for students with weak foundations and providing exploratory projects for those with spare capacity, thereby avoiding loss of learning motivation caused by goals being too high or too low, while Constructivist learning theory further points out that learning is process of active knowledge construction, where personalized teaching should guide students to internalize knowledge through autonomous exploration by creating authentic situations and raising driving questions, thus achieving transformation from 'passive reception' to 'active creation'. These three major theories jointly constitute theoretical pillars of personalized teaching.

2.3 Synergistic Logic of Core Competencies and Personalized Teaching

Core competencies and personalized teaching are like two wings of bird or two wheels of vehicle, mutually promoting and mutually supporting each other. Multi-dimensionality of core competencies provides clear framework for personalized teaching, covering key skills such as construction of language, development of cognition, and understanding of culture, which requires educational workers to break away from one-size-fits-all approach and design differentiated tasks according to students' intellectual strengths. For example, in mathematics class, students with strong logical thinking ability can be assigned 'mathematical modeling projects' to solve real-world problems through data analysis, while students with spatial reasoning ability can participate in 3D geometric modeling activities to deepen their spatial awareness, and meanwhile, personalized teaching provides practical path for implementing core competencies through tailored strategies. In Chinese language teaching, teachers can stratify reading materials according to students' proficiency level, with basic materials focusing on text comprehension while advanced materials emphasize critical thinking, and through designing tiered questioning strategies, educational workers help weaker students build foundational knowledge while motivating excellent students to explore deeper-level concepts. This approach ensures that all students can enhance their core competencies through personalized learning, thereby ultimately achieving educational vision of 'every student can thrive'.

3. Implementation Principles of Personalized Teaching in Primary Schools

3.1 Scientific Principle: Precision Design Based on Educational Psychology

Personalized teaching should be guided by educational psychology and cognitive science theory, and avoid empirical judgment. For example, the VARK Learning Style Assessment Scale (visual, auditory, kinesthetic, reading and writing) is used to analyze students' information processing preferences, design a mind map for visual students, sort out text logic, and organize role play for kinesthetic students to understand character psychology. In addition, according to Piaget's theory of cognitive development stage, junior students mainly think in concrete images, and teaching needs to reduce the difficulty of abstract knowledge through physical operation, animation demonstration, etc; Senior students' abstract thinking develops gradually and can introduce high-level tasks such as debate and project-based learning.

3.2 Systematic Principle: Closed-Loop Management of the Entire Chain

Systematic principle, as cornerstone of transforming personalized teaching concept into practice, requires establishing a closed-loop management system covering 'diagnosis-objectives-methods-evaluation-safeguards'. As foundational step, learning diagnostics adopts classroom observation, assignment analysis and qualitative interviews and other tools to accurately identify students' cognitive level, interests and learning obstacles, thereby generating visualized learning maps, which highlight knowledge gaps and cognitive patterns. At the Core of this is a tiered objective: scientifically dividing students into foundational,

advanced and extended levels based on diagnosis, with differentiated objectives for knowledge consolidation, skill transfer and innovative practices to ensure"minimum security for beginners and unlimited potential for advanced learners." Adaptive Dynamic Adaptation Strategies for Methodology: Scaffolding guidance for foundational levels and project-based exploration for advanced levels. Evaluation Feedback Using process radar charts and hierarchical evaluationbased on the results of the dual monitoring real-time tracking of the progress of teaching to provide information for the continued optimization of teaching strategies. Hierarchical teacher training, school-based resource development, home-school cooperation and other Safeguard mechanismsprovide an unceasing impetus for system's operation, resulting in an individualized teaching ecosystem of ``accurate diagnosis, hierarchical objectives, adaptive methods, dynamic evaluation andenhanced safeguard ".

3.3 Developmental Principle: Dynamic Adjustment and Growth Support

Developmental principle is cornerstone of the vitality of individualized education. It advocates breaking rigid model of ``one-off evaluation for life"through dynamic methods and establishing a gradual growth support system. In practice, stratified mobility can be achieved through periodic learning assessments, such as a comprehensive assessment twice a semester that dynamically adjusts student levels based on knowledge mastery degree and cognitive engagement, thus avoiding trap of rigid categorization that stifles potential, while designing"cross-level challenge tasks, " such as allowing junior students to attempt advanced tasks and earn promotion badges after completing an upgrade, that help motivate motivation by achieving stratified goals. Implementing 'growth mentor system' ', students with learning difficulties to provide 15 minutes of personalized microtutoring each day, targeted knowledge gaps, while providing interesting mathematics theory reading list, science open laboratory exploration projects and other rich resources to meet diverse development needs. This closed-loop evaluation-adjusted-support mechanism ensures that layered learning is consistent with the pace of individual growth, while enhancing a sense of self-efficacy through periodic achievement feedback, ultimately achieving the individualized educational goal of"enabling every child to grow from their roots."

4. Practical Approaches to Personalized Teaching in Primary Schools

4.1 Stratification of Teaching Objectives: From "Uniform Standards" to "Tailored Approaches"

The objective of The stratification teaching is the first step of individualized education, which requires that the traditional model of ``one size fits all"be abandoned and that the teaching plan be tailored to the characteristics of the subject and the differences in students' ability differences. For example, the foundational stage of Junior Runtu language course focuses on text comprehension, which requires students to extract key information and complete paragraph summaries to strengthen language fundamentals. The advanced stage focuses on critical thinking, which guides students to write and reflect on different texts by comparing their narrative styles, deepening their their textual interpretation skills. The extended stage encourages students to create modern poems or texts based on historical figures to stimulate literary imagination. Mathematics The "Figure Recognition" unit also follow this stratified logic: students at the basiclevel must accurately identify and characterize ordinary plane figures to create spatial concepts; students at the advanced level cultivate logical reasoning reasoning skills exploring graphical combinations through puzzle activities; and students at the extended level combine real-life scenarios by designing campus greening plans and computational areas for knowledge transfer and application. The layered design ensures that all students can meet the basic requirements of curriculum standards, while providing a way for talented students to think ahead and truly achieve the goal of ``low level guaranteed, unlimited "personalized development.

4.2 Teaching Content Adaptation: From "Unified Textbooks" to "Resource Integration"

Content adaptation is the cornerstone of individualized education, which requires us to break through the limitations of unified textbooks and realize accurate teaching through the two-track integration of school-based

resources and living resources. School-based resource development emphasizes indigenous cultural roots-for example, language classes incorporate intangible cultural heritage stories such as paper-cutting and shadow puppetry into reading materials, math classes design practical tasks such as "supermarket shopping discount calculations, " and science classes encourage plant-based observation diaries on campus. These methods combine the content of learning with the depth of students' life experiences and stimulate their inner motivation. Interdisciplinary resource integration highlights knowledge fusion: in the "Bird Paradise" lesson, chinese and science teachers analyze bird habitats, and art teachers collaborate on banyan trees ink painting projects. This multi-dimensional approach deepens textual understanding and develops the students' comprehensive literacy. In addition, different resources cater to different learning styles: vocal recitations with musical accompaniment for auditory learners, and "nest building" experiments for kinesthetic learners. Through multisensory stimulation (visual, auditory, tactile), "tailor-made teaching" matching one's cognitive preferences is truly achieved.

4.3 Teaching Method Innovation: From "Teacher's Lecture" to "Student-Led"

Innovative teaching methodologies are the cornerstone of the shift from teacher-led to student-led classrooms. This transformation requires strategies such as situational teaching, collaborative learning, and inquiry-based learning to fully motivate students'agency and creativity. Situational teaching is based on real-life situations. For instance, in teaching "Little Hero Yu Lai, " teachers use reed marsh props, play anti-Japanese war music, and organize role-playing dialogues between Yu Lai and Japanese soldiers, transforming the text into an immersive experience. Through emotional empathy, students deepen their understanding of the character's wit and bravery. Heterogroup strategy for collaborative learning. In math instruction, students are divided into three skill levels (A, B, C) and mixed groups. Random distribution Task cards, assignment of roles such as computing, validation, summary, point-to-point teaching, avoiding rigid skill categorization, promoting full participation. Exploratory learning is problem-oriented. In "Raven Drinks, " the teacher guides students from "How Raven Drinks" to "How Other Animals Drink." Through research, group discussions and sharing examples of gibbons fetching water or elephants using tree trunks, students develop critical thinking and knowledge transfer skills through independent inquiry. These three strategies complement each other in order to truly realize the transition fromteaching to learning.

5. The Guarantee Mechanism of Personalized Teaching in Primary Schools

5.1 Faculty Capacity Building: From "Experience-Driven" to "Professional Empowerment"

The key to promoting individualized teaching in primary schools is to systematically improve teachers'professional competencies, from ``experience-driven"to ``professional empowerment ". First, implement learning diagnostics tools to help teachers accurately identify cognitive impairment through homework error patterns and classroom performance details. For example, whether the distinction between mathematical errors is due to carelessness or conceptual ambiguity, and whether reading comprehension deviations is due to vocabulary gaps or inadequate logical reasoning provides scientific evidence for differentiated instruction. Second is to carry out differentiated teaching design training to guide teachers to formulate a three-level lesson plans for ``foundation consolidation, skill enhancement and innovative development ". For example, the basic version focuses on story structure analysis, the advanced version focuses on character personality exploration, and the extended version guides students in designing modern "borrowing arrow" strategies that match the characteristics of learners at different levels. Finally, dynamic classroom stratification techniques should be strengthened. Strategies such as "random tasking" and "group role rotation" break down rigid hierarchies, avoid labelling and maintain teaching alive. At the same time, a collaboration mechanisms among teachers at the same level should be set up to realize the sharing of hierarchical textbooks and learning data, the integration of resources and the exchange of experiences. This provides sustainable professional support for personalized teaching while effectively reducing teachers' workload.

5.2 Reform of Evaluation System: From "Score Judgment" to "Growth Narrative"

The traditional evaluation system solely measures by scores and it is difficult to evaluate the multidimensional results of individualized teaching comprehensively. There is an urgent need for diversification evaluation mechanism centred on the ``growth narrative ". Process evaluations emphasize dynamic tracking, visualizing student engagement and cognitive activity through theclassroom performance radar charts, while documenting cognitive leaps from "simple imitation" to "autonomous innovation" through the Homework Growth Trail Table. For example, classroom questions develop from basic knowledge such as ``who is Ximen Bao"to critical thinking such as ``how siemens strategy informs modern management" to accurately grasp the trajectory of an individual's development. Outcome evaluation adopts hierarchical benchmark: foundational students pay attention to knowledge mastery, advanced students pay attention to skill transfer, expanding students pay attention to innovative results, and realize equitable evaluation with ``equal emphasis and different starting point ". Reflections on learning process (for example, recording "learning to listen in group discussions") and a "peer review wall" are also guided through the"Journal of Student Self-Assessment", which is used to label voting for "best co-stars". To transform evaluation into a carrier of self-awareness and peer learning, and to realize the educational goal of ``promoting learning by evaluation and promoting growth by evaluation ".

5.3 Collaboration among Family, School and Community: From "School Isolation" to "Educational Community"

The effective implementation of individualized education needs to break through the limitation of school running alone, and construct the “educational community” through the cooperation of family, school and community. As the main environment for students to grow up, families can participate in special training through parent-teacher schools, guide parents to master their children's extracurricular reading preferences records, classroom focus observation and other learning evaluation methods, so as to provide accurate learning reference for teachers. Parents are also encouraged to provide personalized learning support, such as buying experimental materials or designing home home science experiments based on their child's intelligence type of intelligence, such as physical activity. Communities can work with libraries and science and science museums to develop interdisciplinary practical courses and leverage resource integration. For example, students are organized to conduct community surveys of waste sorting practices, cultivate a sense of social responsibility through data collection and interview records, and combine language writing with social practice through proposal writing to achieve ``learning by doing ". At the heart of the collaboration is the need for schools to create a "home-school communication platform" that helps parents intuitively understand their children's development by dynamically displaying their individual learning trajectories through digital combinations, such as progress on hierarchical tasks and videos of inquiry-based learning outcomes. In addition, we should hold regular joint meetings of home schools (communities) to discuss individualized teaching strategies and form a closed-loop education ecology of "family support-community expansion-school leadership."

6. Conclusion

Personalized primary school teaching with core competencies is an important way to break through the traditional mode and realize differentiated teaching. Its implementation requires theoretical guidance, framework of principles, feasible path and institutional guarantee. Through layered teaching objectives, content adaptation, method innovation and other strategies, a one-on-one growth support system is established. This process requires not only the enhancement of teachers' professional capabilities, but also a fundamental shift in educational philosophy --from "popularization training" to "personalized development" and from "knowledge indoctrination" to "competency cultivation". Only in this way can we truly realize the educational concept of ``making every child stand out ", so as to cultivate the complex talents with innovative spirit and practical ability.

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