

# Thinking and Reconstruction of Primary School-based Curriculum System Construction under the Background of "Educating Five Domains Simultaneously"

## -- Based on a Survey of 100 Families and 100 Teachers in Zhejiang Province

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### Abstract

"Educating Five Domains Simultaneously" has become an important way to implement education policy of the Communist Party of China and promote the all-round development of people. Paying attention to the path of economic development of China, in order to achieve the transformation from the stage of high-speed economic growth to the stage of high-quality development, China must rely on a large number of talents with morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills, but primary school is the best period for children's intellectual and personality development. Therefore, based on 100 families and 100 teachers in Zhejiang Province, this study summarizes the ideological connotation of "Educating Five Domains Simultaneously", analyzes the school-based curriculum organization and the problems existing in the development of school-based curriculum in primary schools, and discusses school-based curriculum optimization strategy. The optimization strategy focuses on four aspects: adjusting curriculum arrangement, improving curriculum content, constructing evaluation system, and focusing on the concept of "Educating Five Domains Simultaneously", in order to explore the road of development of primary school-based curriculum under the background of "Educating Five Domains Simultaneously".

### Keywords

Educating Five Domains Simultaneously; School-based curriculum; Curriculum organization; Optimization strategy.

### 1. Introduction

Building a high-quality education system and cultivating first-class talents for all-round development is the priority direction of China's education reformation and development. Paying attention to the path of economic development of China, in order to achieve the transformation from the stage of high-speed economic growth to the stage of high-quality development, China must rely on newcomers with ideals, responsibility, knowledge, comprehensive quality and strong innovation ability. In other words that is, talents with morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills. [1] In recent years, primary school-based curriculum has become one of the key courses in schools, which is of great significance to promoting curriculum reformation. How to reconstruct the primary school-based curriculum system under the background of "Educating Five Domains Simultaneously" has become a hot issue in the current academia.

### 1.1. Research Background and Meaning

In June 2019, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Compulsory Education", emphasizing the full implementation of the Party's educational policy, fostering virtue through education and cultivating people, following the laws of education, and strengthening the foundation of the teaching staff. Develop quality education, and cultivate socialist builders and successors with all-round development of "morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills", as well as a healthy work ethic and competence in work skills. [2] Nowadays, the concept of "Educating Five Domains Simultaneously" is being continuously improved, which is an inevitable requirement for cultivating talents in the new era, and also indicates the direction of the development of quality education in China.

The development is manifested as the unity of progress and tortuousness. In this new era, the primary school-based curriculum is one of the key courses in schools, and the development of the curriculum has been in an unprecedented complex situation. Through investigation and research, the author found several typical problems: Firstly, most teachers do not attach great importance to the concept of "Educating Five Domains Simultaneously", and have not really implemented it into the school-based curriculum. Secondly, there is a lack of perfect evaluation system, teachers' evaluation of students is relatively one-sided. Thirdly, there are certain problems in the theme, arrangement, and connection of school-based curriculum. Understanding the current situation of school-based curriculum and solving these problems is of great significance to improving the quality of teaching.

Under the background of the "Educating Five Domains Simultaneously" education concept, with the update of the education concept, as for the reconstruction of the school-based curriculum system, we need to pay attention to the closeness of the combination of the education concept and the school-based curriculum. Resolutely put an end to the occurrence of "Educating Five Domains Simultaneously" and curriculum separation. The new era requires talents with "morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills". The cultivation of talents is not just saying, but needs to be implemented in education. Among them, courses are the best carrier to implement the concept of "Educating Five Domains Simultaneously", especially school-based courses. At present, the goal of "examination-taking" in education is too utilitarian. Compared with intellectual education, the comprehensive quality of students is often ignored. This not only imprisons students' thinking, but also destroys students' autonomy and creativity, and hinders their personality development. Therefore, the combination of "Educating Five Domains Simultaneously" and school-based curriculum is conducive to opening up a new situation of quality education.

### 1.2. Research Methods and Research Objects

**Documentary Law:** Document law, also known as historical document law. This research mainly focuses on the relevant theories of "Educating Five Domains Simultaneously" and "School-based Curriculum", combined with other relevant materials, through the organization and content of school-based curriculum, to understand the theoretical scenario of school-based curriculum, in order to better compare the reality of course offerings.

**Fieldwork:** Collect large amounts of data through field visits for statistical analysis. This research takes nearly 100 primary schools in Zhejiang Province as the survey object, and combines the questionnaire method and interview method to deeply understand the current situation of school-based curriculum development.

## 2. Perseverance to Dig the Root Cause

### 2.1. The Organization and Content of School-based Courses

Taylor is an important founder of modern curriculum theory. He proposed four stages of curriculum development---“determining educational goals”, “choosing educational experiences”, “organizing educational experiences” and “evaluating educational plans”, and pointed out that curriculum organization is continuity, sequentiality and integration. Later, some scholars continued to enrich the principles and standards of curriculum organization, and summarized them into categories, sequence, continuity, integration, balance, cohesion, and learning context. [3]

The organization of courses can be roughly divided into two types: vertical organization and horizontal organization. At present, there are common concentric circles, spiral upwards, etc. As far as these two organizational methods are concerned, the former has a stronger sense of hierarchy in the school-based curriculum system, and the curriculum content is gradually sublimated. At the same time, the curriculum is carried out around a core theme and has stability. The latter needs to start from the curriculum objectives, according to the characteristics of different years, to expand the curriculum content in multiple disciplines and aspects.

### 2.2. The Problems Existing in the Development of Primary School -Based Curriculum From the Perspective of the Principles and Standards of School-Based Curriculum Organization

Some problems existing in the development of school-based curriculum in nearly 100 primary schools in Zhejiang Province will be analyzed from the perspective of the school-based curriculum organization.

#### 2.2.1. Category and Unity

At present, a common problem faced by primary schools in our province is the category of school-based curriculum themes. During the development of school-based curriculum, some schools develop new school-based curriculum by supplementing and expanding content according to the existing curriculum. However, all changes remain the same. In the end, the school-based curriculum is still inseparable from several classic propositions: Intangible cultural heritage, local characteristics, and "Educating Five Domains Simultaneously". If it is evaluated from the perspective of unity, it is a separation of the educational concept, local characteristics, and school characteristics, and no innovation and breakthrough, resulting in similar themes and lack of school characteristics.

#### 2.2.2. Sequence and Cohesion

Second, in terms of sequence, the arrangement of the content of the school-based curriculum for each grade of some primary schools lacks certain logic and science, and the connection between stages is not appropriate. Learning at the primary level focuses on coherence, and students can obtain stable knowledge input only through coherent courses. Therefore, in the development of school-based curriculum, teachers should teach students in accordance with their aptitude, conform to the development law of students at each stage, and pay attention to the coherence, logic and system of the curriculum.

#### 2.2.3. Continuity

Nowadays, project-based learning is popular. The so-called project-based learning is to focus on the thinking and ability of students in the process of solving problems, not the ability to solve certain problems through certain methods. [4] Project-based learning must be a long-term staged learning process. Since the development of this curriculum in primary schools requires

a lot of financial and human resources, so it is currently a short-cycle process, that is, the curriculum development stops at a certain stage, and there is a lack of extend and continue.

In addition, in the process of developing school-based courses, there are also certain problems in the balance of courses and the learning context. The specific manifestations are that various course types and course contents have not formed a reasonable proportion; the teaching purpose of teachers is not clear enough, and the learning purpose of students is not clear enough also.

### **2.3. Reflections on How to Reconstruct the School-Based Curriculum System**

Based on the preliminary analysis of the problems existing in the development of primary school-based curriculum, the study will discuss how to reconstruct the school-based curriculum system from three aspects in the following part.

#### **2.3.1. Clarify the Developmental Barriers Of "Five Educations at The Same Time"**

Today's "Educating Five Domains Simultaneously" education concept is known as an empty slogan. Primary schools actively promote the "Educating Five Domains Simultaneously" and popularize quality education, but they have not really integrated these four words into the curriculum, not to mention to let the four words accompany the child's life. However, the development of school-based curriculum requires a large investment and the participation of professionals. Financial and human resources are the biggest obstacles to integrating the "the simultaneous development of five education" into the school-based curriculum.

#### **2.3.2. Thinking about the Cultivation Purpose of School-based Curriculum**

The primary school curriculum can be divided into main courses and comprehensive practice courses according to the main categories. The former includes basic subjects and focuses on the input of subject knowledge; while the comprehensive practice courses including school-based courses pay more attention to the all-round development of students. The long-term development of students is a major event. Therefore, only by clarifying the training purpose of the school-based curriculum of the school, that is, what kind of people to cultivate, what kind of people to develop, thinking about how to combine the characteristics of the school and the place, and grasping the incision, can we develop excellent and Courses that benefit students' long-term development. [5]

#### **2.3.3. Explore the Development Direction of School-Based Curriculum**

How should the school-based curriculum develop in the future? First of all, we must build a sound evaluation system. As the main part of the school-based curriculum system, schools, teachers, students and parents should work together. The second is to adjust the course arrangement and improve the course content according to the feedback of the evaluation system. The third is to truly implement the "Educating Five Domains Simultaneously" education concept, and achieve the organic combination of concept and curriculum.

## **3. Exploring New Roads**

### **3.1. Optimizing the Reconstruction of Primary School -based Curriculum System**

#### **3.1.1. Build an Evaluation System to Promote the Precise Implementation of Courses**

Clarifying the relationship between evaluation subjects is very important for the construction of evaluation system. As far as the subject of evaluation is concerned, students are usually regarded as the subject of the course. Teachers are accustomed to evaluating students' academic performance, while ignoring students' learning process. Similarly, as the main part of the educational process also, teachers should pay attention to students' needs. On the other hand, as the largest subject of course learning, students' participation in course evaluation is

conducive to improving students' own cognition of course mastery and learning needs. The feedback can help the accurate implementation of school-based courses. [6] In addition, feedback from parents is extremely important, and home-school communication is also an indispensable step to promote the accurate implementation of the curriculum.

### **3.1.2. Adjust the Course Schedule to Conform to The Law of Student Development**

Adjust the course sequence and arrange the course content according to the laws of students' physical and mental development. The all-round development of students requires joint efforts in educations of morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills. Nowadays, school education pays more attention to the cultivation of intellectual education. Content and teaching process should not pursuit speed only. Respecting the rules of education and the objective laws of student development is the premise of all education, and it is also the connotation of the concept of "Educating Five Domains Simultaneously".[7]

### **3.1.3. Improve Course Content to Facilitate Subject Integration**

Whether the course is successful or not depends on its content. The design of school-based curriculum content should pay attention to the main body status of students. While paying attention to the comprehensive development of students, the differentiation of students cannot be ignored. Traditional teaching overemphasizes the fragmented knowledge points in books, but the relationship between disciplines is not isolated. Therefore, it is necessary to improve the curriculum content, pay attention to the integration of "Educating Five Domains Simultaneously" and school-based curriculum, and pay attention to the integration of school-based curriculum content and other disciplines.

### **3.1.4. Emphasis on Five Education to Promote Students' All-round Development**

In the process of development and implementation of school-based curriculum, attention should be paid to the concept of "Educating Five Domains Simultaneously". Teachers should have clear teaching objectives and students have clear learning objectives. Learning is a long stage process, and grades are not the only criterion for judging whether the student is good or bad. A complete person must be well-rounded, that is, having good moral quality; intellectual and non-intellectual factors both have development potential; having strong physique and will; having certain noble sentiments, corresponding labor concepts and labor skills.[8] This is the requirement of "Educating Five Domains Simultaneously" for students' development. Only by attaching importance to the application of "Educating Five Domains Simultaneously" in teaching can we truly achieve the goal of all-round development of students.

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