

Theory and Practice Case Analysis of Subject-centralism

Xiaomin Li^{1,2}

¹Shandong Xiehe University, Shandong Jinan 250109, China

²Christian University of the Philippines, Manila 1004, Philippines

*Corresponding author: Li Xiaomin (Email: 420436440@qq.com)

Abstract

Subject-centered curriculum theory, which is based on structuralist philosophy and psychology, is a theory that formulates school curriculum based on the basic structure of subjects. This paper first introduces the basic concept and development of discipline centralism, and then combined with the implementation status of discipline centralism in primary school education in our country, it is studied from the perspective of practice.

Keywords

Learning-curriculum centralism; Primary school education; Teaching practice.

1. The Basic Overview

1.1. Core Concepts

Subject-centered curriculum is the general name of the most traditional curriculum forms of various disciplines organized on the basis of cultural knowledge and science, It refers to selecting the contents suitable for students' development stage from each science, forming different disciplines, and arranging their order, study hours and duration independently and side by side according to their own logic and system.

1.2. Theoretical Basis and Representative Figures

Subject-centered curriculum theory is based on structuralism philosophy and psychology, and its representative figure is the American psychologist Bruner.

Structuralist curriculum theory takes subject structure as the curriculum center, and holds that human learning is a process of continuous improvement and perfection of cognitive structure. Therefore, the study of basic subject structure is most valuable to the development of learners' cognitive structure. Structuralist curriculum theory emphasizes that the study of the basic structure of disciplines should be consistent with students' understanding and development level. Therefore, when compiling subject courses, we should adopt a spiral way to compile courses according to learners' thinking development level. In curriculum implementation, structuralism curriculum theory advocates discovery learning method, and attaches importance to cultivating learners' intuitive thinking and independent thinking ability.

The curriculum viewpoint of essentialism is that education should teach various disciplines with rigorous academic system and impart the precious wealth of human culture, otherwise the loss of human culture will lead to the collapse of human civilization. ① The content of the curriculum should be the "common element" of human culture. It puts forward that the interests of the country and the nation should be considered first in the principle of curriculum setting.②School curriculum should provide students with differentiated and organized experience, that is, knowledge. If students are provided with undifferentiated experiences, they must divide and organize them themselves, which will hinder the effectiveness of education. In the Essentialists' view, the most effective and efficient way to provide students with differentiated and organized experiences is subject curriculum.

Eternal creed that middle and primary school in the past, present and future should be "constant learning is the eternal education content of elementary education is" read, write, calculate ", eternal education content of post secondary education is the greatness of the human cultural heritage, activists advocated education with eternal eternal scientific and rational training, but they seldom consider the learner's interests and requirements. Society that rejects curriculum needs to be based on.

1.3. Main Ideas

- (1) In curriculum design, we oppose taking practical function as the standard, and focus on taking the most academic theoretical knowledge among the accumulated cultural knowledge of human beings as the standard.
- (2) Pay special attention to the logical sequence and structure of subject knowledge.
- (3) It is advocated to arrange the basic structure of the subject according to the characteristics of students' intelligence development stage.
- (4) Students should adopt discovery method to study courses.
- (5) The reform of curriculum content should replace outdated content with new achievements in science.
- (6) Emphasize the leading position of subject experts in curriculum design.

2. Development Course

Subject-centered curriculum theory has developed since the school came into being. With the change of social and political system and the development of production, science and technology, a relatively systematic theory has been gradually formed through long-term practice and research. In ancient China, Confucius's "six arts" (rites, music, shooting, imperial, writing, and counting) and "four literature" (poetry, books, rites, and music) are the theoretical basis for the initial formation of discipline research in China.

In the west, such as Plato, Aristotle think of the content of a truly free normal education, shall be composed of a few carefully chosen subject, embodied in the "seven arts" (grammar, rhetoric, dialectics, arithmetic, geometry, astronomy, music), the theory from the ancient Greek times to Europe before the Renaissance, dominated the European school curriculum, For more than 1,500 years. After the Renaissance, with the rise of capitalism, great progress was made in production, science and technology, which broke through the shackles of religion, and great progress was made in education. British educator Bacon first put forward: "Knowledge is power", schools should mainly teach natural science knowledge. The Czech educator Comenius advocated "pan-intellectualism". In his monograph "Great Teaching Theory", he proposed to "teach everything to everyone" and set up an encyclopedic curriculum. He argued that all knowledge of the real world was useful and needed to develop "all-knowing and all-powerful" "wise class-based people" and should be included in the curriculum. Herbart, a German educator in the 19th century, was the first person to provide a theoretical basis for the curriculum with psychology. He believed in "epistemism" and regarded the development of people's "multi-faceted interests" as a fundamental educational task. He believes that six interests should be cultivated (experience, thinking, aesthetics, compassion, society, and religion), and respectively set up corresponding classes. For example, in order to cultivate the interest of thinking, mathematics, logic, grammar and other subjects should be set up to train students' thinking ability. Spencer, a British positivist philosopher and sociologist, played an important role in the development of subject-centered curriculum theory. From the point of view of utilitarianism, he advocated practical scientific knowledge, opposed the gentleman's education course or the classical liberal arts middle school course divorced from the reality of

production and life, and advocated the real courses to meet the new needs of the bourgeoisie. This reflects the trend that science and production, science and education began to combine during the Industrial Revolution or the first technological Revolution. According to Spencer, the function of education is to prepare people for living a "full life". In *What Knowledge is Most Valuable*, he says: "What knowledge is most valuable? The consistent answer is science. This is a conclusion that takes into account all aspects." As a school curriculum, science is also of the greatest value to students. Spencer also analyzed the activities of the so-called "full life" and classified the disciplines according to the five aspects. Mathematics, mechanics and other disciplines, for example, were established for the preparation of self-subsistence activities, including making a living, earning money, designing, and living. It is worth mentioning that Spencer's utilitarian education thought had a great influence on Perry and promoted the emergence and development of the modernization movement of mathematics curriculum in the late 19th century and early 20th century.

3. Evaluation of Subject Courses

3.1. Advantages

- (1) Textbooks organized according to disciplines can teach people to master cultural heritage systematically;
- (2) Learning logically organized teaching materials in an orderly way can fully develop people's intelligence;
- (3) to teach and teach certain basic elements of knowledge and technology in an organized way, which meets the requirements of educational tasks;
- (4) Supported by a long tradition, most teachers are used to it;
- (5) The composition of the course is simple and easy to evaluate.

3.2. Disadvantages

- (1) Because teaching materials pay attention to the systematicness of disciplines, learning often emphasizes memory and neglects understanding;
- (2) Emphasis is placed on imparting the results of subject knowledge, while ignoring the teaching of methods and processes of acquiring knowledge. In this way, it is not conducive to stimulating students' interest in learning, mobilizing students' learning initiative, and cultivating students' ability to solve problems;
- (3) Because there are many subjects, it is difficult for students to synthesize and unify their learning knowledge;
- (4) The teaching methods are uniform, so it is difficult to implement differentiated education.

4. Teaching practice case-The implementation of Subject-centralism in Primary Education in China

4.1. Correctly View the Practice of Classical Works in Primary Education

The most important thing in the curriculum view of eternalism is to read classics, believing that it enables students to pay more attention to knowledge, cultivation and reason. In recent years, China has set off a wave of "Sinology" upsurge, before it seemed to have gradually faded out of the public view of books, such as "Three Character Classic", "Thousand Character Text", "Analects of Confucius" and so on, back to the life of primary school students, some schools even set up "sinology course". However, in the implementation of the course of Sinology, there are the following problems in the current sinology course:

- (1) The scope of sinology textbooks is limited to Confucian works

Due to the deep influence of Confucian culture in China, the content of sinology courses in most schools is mainly based on the representative works of Confucianism, The Analects of Confucius and the Three Character Classic, and some classic works in other fields are often ignored. The reading books used for sinology education should have the characteristics of covering all rivers, and should also include philosophy, literature, history, natural science and many other fields. Only in this way can we achieve the original intention of learning China's extensive and profound culture.

(2) The teaching method is simple and boring

Eternalism holds that the best way to read the classics is to read them and recite them, and that the texts have strict rhyme and sound features that make them catchy to read. Based on this situation, some teachers tend to ignore the explanation of the deep meaning of the famous words and the connotation of the article in the course of Chinese culture. Some blood gods may not understand the text, but the rhythm of the wound will keep them reading. But in the long run, students' memory is only mechanical memory, rather than meaningful memory, and the poems and articles they have mastered will disappear with the passage of time. The correct way is to guide recitation in the lower grades of students. After entering the middle and high grades, teachers can use the Socratic method to trigger students' thinking and discussion, with appropriate self-study and thinking activities, to truly understand the purpose of these masterpieces.

4.2. Pay Attention to The Importance of Learning the Basic Knowledge

Human culture should be at the center of the curriculum, as elements of socialism. Therefore, schools and teachers should pay more attention to basic knowledge, such as English, math, Chinese, science and so on.

As far as primary schools are concerned, the knowledge of all subjects is basically in line with the psychological development of students, and the curriculum content is also teaching the most basic knowledge of each subject. However, the curriculum content of some subjects can be adjusted according to students' interests, the law of students' physical and mental development and the needs of today's society, so as to share practicability, classics and times.

Of course, as quality-oriented education is advocated now, some people think that whether knowledge learning becomes unimportant, but in fact it is not. Quality-oriented education is similar to the all-round development of human beings, emphasizing the coordinated development of moral education, intellectual education, aesthetic education and physical education, emphasizing that students can acquire knowledge, master skills and experience emotions in learning. The core idea of the new curriculum reform is to develop students' potential, cultivate their ability and develop their intelligence based on students' development. Insisting on the value orientation of the curriculum view of elements is helpful to change the traditional education which only attaches importance to the imparting of knowledge while ignoring the development of students' other abilities, but it is absolutely not possible to dilute the learning of knowledge.

To sum up, it can be said that after more than ten years of continuous efforts by generations of educational philosophers and front-line workers, China's primary education and teaching have made great breakthroughs in theory and practice, and the curriculum setting and implementation in various regions have gradually achieved the effect of a hundred flowers blooming. However, due to China's vast territory and uneven development levels, there are still some drawbacks and defects in curriculum setting and classroom teaching. There are both advantages and disadvantages in the content of the subject-centered curriculum view. It is not easy to judge whether it is completely suitable for China. Therefore, front-line educators should take a critical view, reasonably draw lessons from the advantages of the curriculum centralism,

take its essence and discard its dregs, dialectically analyze its teaching and curriculum ideas, and creatively apply them to practice.

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