

Development and Construction of Local Culture into the Expanded Curriculum of Primary Schools

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Abstract

The new round of curriculum reform in China has promoted the reform of the curriculum management system and established a three-level curriculum management model of national, local and school. Documents such as "Guidance on Building Expanded Curriculum for Compulsory Education" issued by the Zhejiang Provincial Department of Education have given schools the autonomy to build and manage their curricula. Actively developing and building an expanded curriculum based on vernacular culture has also gradually become a new direction for the development of school characteristics. This study reveals the real situation of vernacular culture in the expanded curriculum of R elementary school by means of a case study, analyzes the development and construction status of vernacular culture into the expanded curriculum of R elementary school, the implementation status and the problems in the implementation process and gives corresponding suggestions.

Keywords

Local Culture; Extensive courses; Development and Construction.

1. Introduction

"Vernacular culture" is the recognition and return of people in their geographical space to themselves and their environment, and the meditation, extension and reshaping of their memories and relationships. Local culture has an important role in the development of school characteristics, teachers and students. The "extended curriculum" is a new concept inspired by the "school-based curriculum", but it is different from the "school-based curriculum". "It can be divided into three types of courses, such as knowledge development, physical and artistic specialties, and practical activities[1]. It is a kind of curriculum that reflects different basic requirements and has a certain openness, aiming at cultivating students' subjective consciousness, improving their cognitive structure, focusing on cultivating their interests, stimulating their potential and promoting the development of their personality. In the context of deepening curriculum reform and vigorously improving the quality of school operation, this study analyzes the necessity of the development and construction of the local culture extension curriculum, presents the current situation of the development and construction of the local culture extension curriculum in individual schools, obtains its effectiveness and problems, and presents the researcher's thoughts on the development and construction of the local culture extension curriculum[2].

2. Organization of the Text

2.1. The significance of integrating vernacular culture into the extended curriculum of elementary school

2.1.1. Expanding Course Resources

Vernacular culture is a unique culture that has been formed in a place for a long time, reflecting the spirituality and cultural customs of the local people, with obvious regional characteristics[3]. With the integration of vernacular culture, the daily teaching activities of schools revolve around this environment, and teachers' teaching activities and students' learning activities are inextricably linked to it, explicitly or invisibly, while vernacular culture also influences the thinking patterns and behaviors of teachers and students. Therefore, the integration of local culture into the development and construction of extended curriculum is conducive to the expansion of curriculum resources.

2.1.2. Discover the value of the course

In the era of core literacy, how can the curriculum be "transformed"? On the basis of changing teaching methods and organizational forms, it is not only necessary to gradually shift from "what I know" to "what I can do", but also to find the value of the curriculum. The local culture extension course is undoubtedly an important foundation for students to learn about their hometowns because of its unique local, relational and potential nature: the moral and aesthetic educational functions of the course mean that it is also an effective means of moral and ethical education for students; at the same time, in the course of implementation, it can stimulate students' curiosity and desire to explore the unknown, and provide opportunities to discover, express and improve themselves. In practice, it cultivates students' comprehensive quality in various aspects such as innovation consciousness and creative spirit, and is an important way for students' overall development.

2.1.3. Passing on local culture

President Xi Jinping has repeatedly emphasized that the cultivation and promotion of socialist core values must be based on the excellent Chinese traditional culture, and that the classics of Chinese culture should be embedded in students' brains so that they become the genes of the Chinese nation. Under the old curriculum system, as schools implemented the national curriculum, there was a "gap" between school education and local culture, which led to the lack of students' ability to understand, participate in and evaluate the real local culture, thus affecting the socialization process of students. The curriculum, as the top priority of education, must take the responsibility of cultural transmission. Only by incorporating local culture into the curriculum, refining it, processing it, taking the essence and removing the dross, can school culture grow deeper and deeper, and students will be more able to explore, love and pass on their interest and desire for local culture.

2.2. The development and construction of an outreach curriculum in R elementary school integrating local culture

Professor Cui Yuncao believes that for the curriculum, especially the outreach curriculum, it is necessary to design the unit curriculum with big concepts, themes, processes, concepts and projects, so as to point to the core literacy. The goal is to promote students' overall personality development, to explore the quality of effective implementation of the expanded curriculum, and to explore an effective model to promote the construction of the expanded curriculum.

2.2.1. Establishment of a curriculum development team

The first step in developing the "Yuhai Culture" curriculum at R Primary School was to establish a curriculum development team, which included the school principal, outstanding teachers, student representatives, and curriculum experts. The curriculum development team

thoroughly implemented the guidelines of the provincial education department, and discussed and prepared the curriculum planning, curriculum classification, and resource coordination for the construction of the curriculum.

2.2.2. Perform scenario analysis

After the establishment of the curriculum development team, R Primary School made a detailed analysis of its own situation, which involved: the philosophy and objectives of the school, internal and external resources, students' interests and needs, etc. The school's philosophy and goals: The school holds the purpose of "opening up the country to the people and studying science" and the essence of "screening the arts to meet the needs of the time"; creating an educational brand and establishing the school with culture are the goals that R Primary School has been pursuing. Internal and external resources: On the one hand, R Primary School, as a famous school for 100 years, has a lot of talents, hardware facilities and teachers; on the other hand, the analysis outside the school shows that the local culture formed in Rui'an area is the most influential material and immaterial culture for Rui'an students. The content of Yuhai culture is closely linked to students' real life, which can easily trigger students' learning experience. Students' interests and needs: Through feedback from teachers' teaching and comments from student representatives, the curriculum development team was able to continuously change and improve the curriculum.

2.3. Development of the "Yuhai Culture" outreach program

2.3.1. Course Objectives

The curriculum objectives are the starting point and final destination of the curriculum development, although the extended curriculum is optional, it should be linked to the objectives and requirements of the basic curriculum, and is an extension, supplement, expansion and integration of the basic curriculum to meet the needs of students' individual development and healthy growth [4], The curriculum development of primary school R is based on Yuhai culture and follows the basic principles of diversity, hierarchy, comprehensiveness, and practicality to develop the content of Yuhai culture with the goal of students' development and to promote the integration of the curriculum; to revitalize the school's resources and to propose the implementation strategy of Yuhai culture with the focus on enriching learning styles; and to build the whole "Yuhai culture" curriculum with process evaluation. The entire evaluation mechanism of the "Yuhai Culture" curriculum is based on process evaluation.

2.3.1.1 Knowledge and Competence

Students will learn about Yuhai culture, learn the ability to collect, process and use information, develop the spirit of innovation, acquire practical skills such as independent inquiry, cooperative discussion and questionnaires, and increase their core literacy in humanities and practical innovation for development.

2.3.1.2 Course Content

Inheriting the educational ideology of Mr. Sun, Centennial R Elementary School has built the Yuhai Gene Curriculum Cluster with the project "Development and Implementation of the Yuhai Gene Curriculum Cluster Dedicated to the Nurturing of Spiritual Students" while researching and promoting it. The "Yuhai Gene Curriculum Cluster" includes the Yuhai Gene "Special Curriculum" and the Yuhai Gene "Regular Curriculum".

Yuhai gene "special curriculum" is the core curriculum of Yuhai gene. For example, Yuhai Wisdom House includes Yuhai famous houses, Yuhai famous people, Yuhai drum words, Yuhai dialect, Yuhai taste, based on Yuhai local culture heritage to promote the gene. Another example is the Yuhai Art Institute, including Yuhai House, Liji Academy, Xinlan Book Club, and Lakeside Park, which is based on the art genes of the monuments around the school and is intended to give full play to the advantages of the region and allow students to go beyond the classroom

and use the resources. For example, the cross-stitch course should include elements of Yuhai, such as "For example, the cross-stitching course should include elements of Yuhai, such as embroidering the door frame of the Yuhai Building, the couplets of the Yuhai Building, and famous people of Yuhai. For the literature club course, read quotes from famous people in Yuhai and talk about their understanding and feelings in one sentence[5]. Browse and visit famous places in Yuhai and write about your experiences; interview famous people in Yuhai and write interviews as a young reporter. Yuhai film and television course, watch Yuhai celebrities, famous places, famous homes, talk about the gains, talk about feelings; students own filming Yuhai-related people, objects, things, so that students watch Yuhai good people, Yuhai folk customs and folkways. The development of the Yuhai cultural outreach curriculum points to both the improvement of students' core literacy and their individual needs, for which the school has planned a total of more than 40 courses in the six major systems of Yuhai. Thematic education classes: including flag speeches, special lectures, thematic classes, blackboards, etc., play the role of propaganda positions, ritual education, festivals and activities, cultivate students' love for their hometown and motherland, and penetrate various aesthetic interests. School-based festivals: Reading Festival, Art Festival, Sports Festival, Science and Technology Festival are themed festivals that are regularly held in schools every school year, providing a stage for students to showcase their talents, and also allowing them to establish a sense of fair competition and enhance teamwork in the activities, thus improving their overall literacy. Social Practice Classes: Organized and planned according to the characteristics and needs of students in different grades, the combination of in-school and out-of-school activities leads students to initially enter the society and improve their social practice skills.

2.4. The current status of implementing local culture into R elementary school outreach curriculum

2.4.1. Curriculum Diversification

According to the requirements of the national curriculum standards, without increasing the number of standard weekly class hours and weekly teaching time, we optimize the integration of comprehensive practical activities, outreach courses and local courses, and actively explore long and short classes, small and large classes, and cross-grade levels in the arrangement of class time. For example, every Friday afternoon, the second and third classes are optional curriculum activities time, and we use this time to arrange the Yuhai culture outreach courses, and add Yuhai culture elements to the comprehensive courses on weekdays.

2.4.2. Dynamic course management

In terms of curriculum, teachers declare the courses they want to offer from their own strengths, so as to effectively play the initiative and motivation of teachers; in terms of curriculum arrangement, we flexibly arrange the courses offered, and adjust or cancel the unpopular Yuhai culture development courses; in terms of curriculum venue, firstly, all corners of the campus and classrooms are platforms for students' static display, and secondly, the school's science and technology festival, art festival, sports festival, reading festival Finally, the "Yuhai cultural practice bases", such as R Primary School, Yuhai Square, Yuhai Building, and Lakeside Park, are integrated to provide a broader world for students' activities and displays, and to expand a new educational space and time for the harmonious and healthy development of students.

2.4.3. Personalization of practical course teaching

Teaching content with interest first. Let the aesthetic interest fill the classroom learning - focus on the six core literacies around the Yuhai culture, and constantly enrich and improve them according to students' needs and feedback, so as to truly provide the favorite teaching content for each student's development; teaching form, student-centered. Respect the stage of students' physical and mental development, fully mobilize students' interest and motivation in

independent learning, guide students to carry out independent learning, group discussion, cooperative inquiry and other learning methods, and create a good atmosphere of democratic and equal classroom, teacher-student interaction and dialogue; teaching organization, learning-oriented. Integrating resources from various aspects, we build a platform for children to exchange creativity and ideas, share their feelings and experiences, enlighten each other and demonstrate their literacy, so as to promote students' independent construction and be able to enjoy the joy of learning.

3. Conclusion and Recommendations

3.1. Problems in the development and construction of an extended curriculum integrating local culture in elementary school

3.1.1. Lack of systematization of content sorting in extension courses

The opening of the Yumi culture extension course at R Elementary School is more focused on the teachers' specialties, and the combing of the Yumi culture features is not systematic enough, i.e., not enough has been done in setting up the curriculum to reflect the school's philosophy and forming a sequence.

3.1.2. Lack of professional training for teachers

The "Yuhai Culture" curriculum reform at R Primary School has placed high professional demands on teachers at the grassroots level, especially in the area of curriculum integration, which is a serious challenge. However, teachers' professional training in this area is lacking, which often leaves teachers in a state of "busy" and "confused"; the lack of quality teachers and the lack of some teachers' ability to develop curriculum has put a huge burden on full-time teachers.

3.1.3. Inadequate development and utilization of vernacular cultural resources

Elementary School is very much focused on the establishment of culture in the campus environment, classroom culture, daily teaching, and the development and construction of extension programs. However, from the current effect of the development and construction of the extended curriculum, the development and utilization of the local cultural resources still need to be strengthened and are not yet in place. The "Yuhai genetic curriculum" should not be positioned as a hobby class, but should be based on the ambitious goal of creating a "high-quality curriculum", and continue to do a lot of digging and further efforts in this regard.

3.2. Suggestions for the development and construction of an extended curriculum integrating local culture in elementary school

3.2.1. Teachers' educational philosophy and development skills need to be improved

As the transmitter of local cultural knowledge and the leader of students' learning, the first thing teachers need to do is to enhance their forward-looking and open-minded consciousness, and they also need to strengthen the boldness of reform. Secondly, they need to build a new educational philosophy and strengthen their learning in educational theories. Finally, through continuous practice and reflection, advanced educational concepts should be internalized and transformed into teachers' educational behaviors, so as to further improve their own curriculum development capabilities and make the extended curriculum more vibrant and dynamic.

3.2.2. It is imperative to develop an extended curriculum of local culture in urban schools

When you think of vernacular culture, the first thing that comes to mind is the countryside. On the contrary, the results of the case study of R Primary School confirm that urban schools are more suitable for the development of local culture extension courses, given their better school

conditions, cultural resources, and teacher strength. Especially in the current rapid process of urbanization and modernization, it has become an inescapable responsibility of educators to save the countryside, to bring students back to the countryside, to be close to the countryside, to love the countryside, and to pass on and protect the culture of the countryside.

3.2.3. Finding a balance between popular culture and vernacular culture

Throughout today's electronic media era, the spiritual world of children is suffering from the impact of these popular cultures under the influence of mass media. Many children seem to be more willing to take the initiative to get close to fashion and modernity, while in contrast the long history, deep and quite distinctive vernacular culture is inevitably kept out. In my opinion, pop culture cannot replace vernacular culture, but to feel and pass on vernacular culture does not mean abandoning pop culture either; the two can coexist and coexist[6]. However, in the balance of these two cultures, educators need to find more appropriate ways and means to combine them in order to guide children to a richer spiritual experience and to a better spiritual life.

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