

Investigation and Analysis of School-based Curriculum of Mount Tai Culture

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Abstract: Aiming at the Mount Tai culture school-based curriculum of Taian primary and secondary schools, this paper analyzes the relevant educational teaching papers and data, takes the combination of art school-based curriculum teaching and comprehensive practical curriculum as the thinking, reveals the present situation of Mount Tai culture school-based curriculum in Taian primary and secondary schools, and analyzes and combs a series of research hot spots.

Keywords: Mount Tai culture; School-based curriculum; Research Countermeasures

Since the Fourteenth Five-Year Plan, especially after the revision of the new Art Curriculum Standard in 2022, the development practice of Art School-based Curriculum and the in-depth improvement of School Based Curriculum have become the focus of the exploration of the characteristic School Based Curriculum in all local schools. And with the trend of “double reduction policy” threshold, some school-based courses with local cultural characteristics have been produced nowadays, reflecting the practice line and theoretical system of school-based curriculum with cultural characteristics. This paper takes the research report and data about local cultural characteristics as the research object, and through the analysis and feedback of the existing data, aims to explore the hot spot of local culture school-based curriculum development practice in the past five years, especially the educational teaching situation of Mount Tai culture school-based curriculum, and provides reference for the future research direction and development.

1. Statistical analysis

Based on the CNKI database, 1,597 cultural school-based curriculum research papers were searched. The most cited papers were: “Study on Development of Primary School Music-based Curriculum Based on Local Cultural Heritage: A Case Study of Tianjin (in Chinese)” 169 times, “On School-based Curriculum Development Based on Local Culture (in Chinese)” 132 times, “Cultural Differences and School-based Curriculum Development in Ethnic Areas: A Perspective of Educational Anthropology (in Chinese)” 93 times, “The Formation of Teacher Culture in the Integration and Cooperation of School-based Curriculum (in Chinese)” 89 times, “Research and Practice on the Development of Liuzhou Native Culture as a Language School-based Curriculum Resource (in Chinese)” 88 times, “Development and Implementation Strategy of “Zhenjiang Rural Culture” Language School-based Curriculum (in Chinese)” 64 times, “The Value and Strategies of Local Culture and School-based Curriculum Development (in Chinese)” 53 times. Most of these papers are doctoral theses or CSSCI journals, which are the core journals of Peking University, including: Northeastern Normal University PhD thesis, Journal of Educational Development Studies, Journal of Zhongnan National University (Humanities and Social Sciences Edition), Educational Research, Master’s thesis of East China Normal University, etc. There are few papers and materials in taishan culture school-based curriculum, only one paper “The Development and Practice of School -Based Curriculum of Regional Culture “Mount Tai Culture”(in Chinese)”, is a master’s thesis of Qufu normal university.

According to the statistics of the institutions of the authors, the largest number of articles came from the major universities in the country (62.43%), from the UNESCO Research Department (20.45%), from primary and secondary schools (9.63%) and from other institutions such as publishing houses (7.49%).

According to the statistics of the universities belonging to the authors, the proportion of articles in normal colleges and universities is relatively high. East China Normal University, Nanjing Normal University, Shaanxi Normal University, Central China Normal

University, Guizhou Normal University, Northeast Normal University and Shandong Normal University have the most articles. There are also some comprehensive universities, including: Yangzhou University, Suzhou University, Southwest University, etc. In the UNESCO research sector, including: Central Ethnic University School of Education, Chongqing Normal University School of Educational Sciences. Articles in primary and secondary schools include: Fangcun District Zhengnan Street Primary School, Guangzhou City, Fuzhou Eighth Middle School, Hechi City, Jianjiang Maonan Autonomous County Senior Middle School, Zibo Seventeenth Middle School, etc.

2. Countermeasure

2.1 The practical predicament and implementation path of “establish virtue and cultivate people” in the school-based curriculum of cultural arts

The root of teaching is always “establish virtue and cultivate people”, exploring the school-based curriculum with cultural characteristics is one of the effective ways to achieve this goal, and also a subject that must be explored in order to improve aesthetic education and artistic education. Improving the comprehensive level of cultural knowledge, strengthening cultural self-confidence and promoting Chinese culture are all inextricably linked to the culture-based curriculum. In the current school-based curriculum, attention has been paid to making up for this kind of curriculum, but there are still fragmentation and lack of systematic, holistic and flexible integration of school-based curriculum, especially few school-based curriculum embodying Mount Tai culture.

How to scientifically demarcate the implementation path of cultural school-based curriculum so that the curriculum can truly realize its intrinsic value and vitality is the primary issue at present. Therefore, we should start from the perspective of culture and focus on the reflection of inner spirit and the expression of deep connotation. Second, we should carry out the overall design from the angle of “establish virtue and cultivate people”, and increase the systematization and deepening.

2.2 Research on the cut-in window of cultural art school-based curriculum to explore local traditional culture

It is not easy to excavate high-quality local culture for school-based curriculum, nor can any local culture become a resource of school-based curriculum. Although it is relatively easy to obtain and collect local cultural resources, there are not many local cultural resources with both material and spiritual significance, which need to be refined and integrated with school-based curriculum, school culture and teaching characteristics and quality. And there are no Mount Tai culture school-based curriculum with artistic features in the CNKI database.

2.3 Research on the integration of cultural art school-based curriculum with the core competences of disciplines

Any discipline should pay attention to the cultivation of discipline competences, and school-based curriculum should also integrate the purpose of discipline competences of art curriculum, and cultivate talents with aesthetic perception, artistic expression, creative practice and cultural understanding. The core competences should run through the whole school-based curriculum, while school-based curriculum should be able to guide students to study cooperatively, explore learning, use their own cultural knowledge to solve the problems encountered reasonably, rather than blindly increase their knowledge volume.

2.4 Comprehensive research on the school-based curriculum of cultural arts of “Internet Plus”

In the background of the “Internet Plus” era, the traditional teaching form of school-based curriculum is breaking through the old barriers. Guided by the core competences of the art curriculum, the teaching content, curriculum resources and teaching methods of school-based curriculum are undergoing new exploration. Considering that the establishment of school-based curriculum is relatively flexible and diversified, and the amount of information, timeliness and interactivity of cyberspace are irreplaceable advantages in this respect, which can further enrich students’ cultural and artistic thinking, narrow the distance between culture and art and students, and stimulate students’ creative artistic thinking. If we can do a good job of “removing the dross and taking the essence” from the network world, the advantages mentioned above will be obvious to all and can help digital media art to empower the school-based curriculum.

3. Strategies of Mount Tai Culture School-based Curriculum in Taian

According to the data analysis of the above research, it is very meaningful to develop the Mount Tai culture school-based curriculum, not only to protect Mount Tai culture, but also to bring the regional culture and students closer to each other through the curriculum, and promote the inheritance and development of Mount Tai culture. Courses can be created by trying to do a few things.

3.1 Build a research and development team for school-based curriculum of Mount Tai culture

The development of school-based curriculum of Mount Tai culture needs to gather various resources and team forces, and needs the participation of curriculum experts, principals, front-line teachers and other people. In order to ensure the effective implementation of school-based curriculum of Mount Tai culture, team members should perform their own duties. The curriculum experts are responsible for the establishment and research and development of the curriculum, and mining and refining the theme content of Mount Tai culture. The principal is responsible for the overall planning and leadership of the curriculum establishment. Front-line teachers play an important role in the course content and implementation process, as well as in the achievement of school-based cultural courses.

3.2 Constructing the school-based curriculum system of Mount Tai culture

The development and construction of curriculum system should reflect the characteristics of wholeness, development and integration. Holism is a systematic system of course content, resources, construction, implementation and evaluation. Developmental performance is the continuous improvement of curriculum resources, content and teaching methods. Integration is manifested in the integration of Mount Tai cultural resources with curriculum and daily life.

3.3 Basic elements of constructing school-based curriculum of Mount Tai culture

(1) We need to create and compile Mount Tai culture school-based curriculum materials, the selection of teaching materials needs a great deal of collation and analysis of relevant materials, modularization presents various characteristics of taishan culture.

(2) Take advantage of the diverse teaching environment, step out of the classroom, experience the charm of Mount Tai culture, and create an intimate connection between Mount Tai culture and students.

(3) A scientific evaluation system is set up, including assignments, classroom performance, innovative practices and examinations. To establish a school curriculum growth archive bag of Mount Tai culture to ensure the continuous development of evaluation subjects.

4. Prospect

The development of school-based curriculum of Mount Tai culture is a process of improving the ability of education, teaching and scientific research. The development of school-based curriculum of Mount Tai culture is conducive to the inheritance of Mount Tai culture, the development of school characteristic curriculum, the improvement of teachers' teaching ability and the acquisition of students' diversified knowledge. The school-based curriculum of Mount Tai culture will contribute to the construction of a harmonious Mount Tai cultural ecosystem.

References:

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