

Research on the Development of Local Geography Curriculum Resources in Junior Middle School under the Background of New Curriculum Standards

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Abstract: Local geography teaching is close to students' life, which is conducive to junior middle school students to observe natural and social phenomena from life, so as to understand the earth home of human life from near to far. Compared with the 2011 edition of Compulsory Education Geography Curriculum Standards, the 2022 edition attaches more importance to the content teaching of local geography. Based on the field investigation, this paper puts forward the following countermeasures for the development of local geography teaching resources in Ulanqab junior middle school: Based on the new curriculum standards, actively develop the local geography curriculum resources in Ulanqab; Take the students as the center, actively carry out the teaching activities of rural geography in Ulanqab; To examine the development achievements of students' core literacy as the goal, do a good job of process evaluation and final evaluation.

Keywords: New curriculum standard; Junior high school local geography; Curriculum resource development

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1. Research background and significance

The 2011 edition of compulsory education curriculum standard put forward the basic idea^[1] of "learning geography useful to life", junior high school geography attaches importance to the teaching of local geography content; The revised principles of the 2022 edition of Compulsory Education Geography Curriculum Standard point out that "geography curriculum is close to life", and put forward new requirements for local geography teaching from the aspects of curriculum nature, concept, goal, content, academic quality and curriculum implementation, reflecting the importance of local geography teaching. Among them, the course content (2)" Understanding the region "Chinese geography includes understanding the hometown, and the academic requirement is to observe, describe and explain the geographical things and phenomena in the production and life of the hometown, and show the awareness and ability of active learning and problem exploration. Teaching tips Combine students' life experience, use production and life examples, current affairs and hot issues to stimulate students' interest, and guide students to explore learning. Course content (4)" Interdisciplinary Theme learning "requires close to the reality of students' lives, focusing on the discovery and solution of real problems. The academic quality of "Understanding China" requires students to be able to apply the knowledge and methods learned in the geographical practice activities of their hometown, and have the social responsibility to contribute to the environmental protection of their hometown (geographical practice ability); In the course implementation, "Understanding Hometown" is taken as an example to put forward specific teaching suggestions^[2]that the teaching content and teaching activity design should focus on the key content.

2. Research status

2.1 Research on the development of local geography curriculum resources

Using the keyword "rural geography curriculum resources development" to search the knowledge network, the analysis methods

and results of curriculum resources are mainly based on the geography curriculum resources of primary and secondary schools. A total of 80 journals and master's theses from 2007 to 2021; Using the keyword "development of local geography curriculum resources", there were 99 results of journals and master's theses from 2014 to April 2022, of which master's theses accounted for more than half; Using the keyword "development of local geography course resources", there are 17 results of journals and master's theses from 2014 to February 2022, of which 3 are journal papers and the majority are university master's theses. It can be seen that the development of hometown geography course resources is a hot research topic for university graduate students.

In terms of the development and utilization of curriculum resources, scholars mainly discussed the development from the macro and micro levels. At the macro level, scholars mainly discuss the screening mechanism of curriculum resources and the problems existing in the development and utilization of curriculum resources. In the micro aspect of the development and utilization of curriculum resources, scholars mainly focus on how to construct curriculum resources from the development approach, strategy and model.

2.2 Research on the development of local geography curriculum resources in Ulanqab City

Available from CNKI: For example, Master's Thesis of Inner Mongolia Normal University, Li Yang (2017) Development of Local geography curriculum Resources in Chahar Right Wing Rear Banner, Inner Mongolia. It can be seen that the first-line teachers and scholars have little discussion on the development of curriculum resources in Ulanqab City, which seriously restricts the development of local geography teaching in middle schools based on the 2022 edition of the New Curriculum Standards for Compulsory Education Geography.

3. The unique local geography curriculum resources of Ulanqab

Based on literature search and field research, combined with the local geography teaching research of the subject researchers for many years, the distinctive local geography curriculum resources of Ulanqab can be summarized as follows:

3.1 Superior location and convenient transportation

"Ulanqab" is Mongolian, meaning "Red mountain pass". According to the record of Suiyuan Banner, "Red Mountain Pass" was an important military fortress in history at the foot of Daqingshan Mountain in the northeast of Guisui City (today's Hohhot City). Jin-ning, the seat of the municipal government, is a hub city on the Beijing-Baoshan Railway route, the only non-provincial hub node city of the "Belt and Road" and the China-Europe Express, and one of the 23 logistics hub carrier cities under the national key construction.

3.2 Yinshan Mountain, an important physical and geographical dividing line, runs through the central part of the country

Geomorphology: The Great Khingan Mountains, Yinshan Mountains and Helan Mountains, which cross Inner Mongolia Autonomous Region, stand on the outer edge of the plateau and form the backbone of the geomorphology and the physical geographical dividing line of Inner Mongolia. Wulanqab basically belongs to the plateau geomorphic area, mainly in the north Inner Mongolia high plain, Yinshan mountain, southern hilly mountain, Chahar lava platform, basin plain area. The Yinshan mountain (Daqingshan Mountain, gray Tengliang, etc.) in the middle of Wulanqab city, which forms the spine of the city, is generally about 900~1300 meters above sea level, and the highest peak is 2300 meters above sea level, which is an important natural boundary of the city.

Climate: Across the Inner Mongolia Autonomous Region, the Greater Hinggan Mountains, Yinshan and Helan Mountains are the dividing line between monsoon and non-monsoon areas. The vast mountainous and hilly area at the northern foot of Yinshan Mountain Range in Inner Mongolia is in the transition zone from semi-arid to arid areas in China. Due to the barrier of Yinshan mountain range, Ulanqab formed a north-south climate zone with large climate difference between the front and rear mountain areas, which is a typical semi-arid continental monsoon climate in the middle temperate zone. The disastrous weather mainly includes: wind disaster, drought, hail disaster, frost disaster, white disaster, flood disaster.

Ecological environment: The southeastern edge of the Inner Mongolia Plateau and the northern part of the Loess Plateau are the core areas of the agro-pastoral ecotone defined by scholars. The agro-pastoral ecotone in Inner Mongolia is the main body of the agro-pastoral ecotone in northern China, with typical significance. The area includes 44 banner counties, including 11 banner counties in Ulanqab City. Therefore, Ulanqab is an ecologically fragile area.

In addition, Ulanqab geostructure is located in the middle of north margin of North China Platform, with complex geological structure, diverse metallogenic geological conditions, rich minerals, complete types, and a high degree of mineral support. At present, there are more than 80 kinds of minerals discovered, 49 kinds of proved reserves and 29 kinds of developed and utilized minerals.

4. Suggestions on the development of junior middle school local geography curriculum resources

4.1 Actively develop the local geography curriculum resources of Ulanqab based on the new curriculum standards

The curriculum concept of the 2022 edition of Compulsory Education Geography Curriculum Standards points out that geographical materials closely related to students' life and social development are preferred. Based on the above analysis of the development conditions of local geography curriculum resources in Ulanqab city, it can be seen that Ulanqab city has rich curriculum content in natural, cultural, social and economic development. According to the requirements of local geography content in the new curriculum standard, the most typical and characteristic local geography curriculum resources should be developed. Such as: analysis of Ulanqab superior geographical location, Yinshan mountain on the influence of Wulanqab geographical environment, unique climate resources, agricultural and pastoral ecotone ecological environment protection; The achievements of agricultural and sideline product processing industry, metallurgy industry, chemical industry, energy industry, tourism industry, and interdisciplinary research on potato industrialization development in Ulanqab city.

4.2 Actively carry out student-centered local geography teaching activities in Ulanqab

The curriculum concept of the 2022 edition of Compulsory Education Geography Curriculum Standards points out that student-centered geography teaching is advocated. According to students' cognitive basis and growth rules, teachers create diversified learning situations, design multi-level learning tasks, and actively carry out diversified local geography teaching activities. For example, organize students to investigate or watch videos to learn the relevant content of Ulanhada Volcanic Geopark in Chahar Right Wing Rear Banner; Encourage students to communicate with their parents or teachers about the changes in town construction, traffic development and other content in their hometown, and feel the changes in the living environment, so as to encourage students to actively participate in the construction of their hometown, and stimulate the students' affection for their motherland and hometown; Junior high school teachers cooperate with university teachers to assign multi-level learning tasks to students, and carry out interdisciplinary research on high-quality development of potato industrialization in Ulanqab City.

4.3 To examine the development achievements of students' core literacy as the goal, do a good job of process evaluation and final evaluation

The curriculum concept of the 2022 edition of Compulsory Education Geography Curriculum Standards points out that: Give full play to the evaluation function to promote students' academic progress and all-round development. The teaching of local geography should reflect the consistency of "teaching, learning and evaluation", and do a good job of process evaluation and final evaluation. For example, students should be placed in the background of the development of their hometown, experience and explain the impact and changes brought by the environment and production development of their hometown on the lives of local residents, and try to put forward reasonable suggestions on the development planning of their hometown with the concept of green development, and enhance the consciousness of loving and building their hometown. From the perspective of problem selection, reliability of data collection, actively seeking advice from others, willing to cooperate with classmates and other processes, and let students learn to improve themselves in the process of self-evaluation and mutual evaluation, the process evaluation and final evaluation work combined to examine the development achievements of students' core literacy.

Conclusion:

To carry out the teaching of local geography is the demand of the characteristics of the geography discipline and the requirement of the geography curriculum standard. Therefore, the discussion on the selection of teaching content, application of teaching methods and teaching evaluation of local geography curriculum resources in Ulanqab is of great significance to the reform of local geography teaching in junior middle schools in Ulanqab.

References:

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