

Research on the integration of 24 solar terms into primary school Chinese curriculum activities

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Abstract: The twenty-four solar terms is an important part of the excellent traditional culture of the Chinese nation. Based on the core quality proposed by the new curriculum standard, teachers should carry out corresponding teacher training for the current situation of the integration of the twenty-four solar terms into the primary school Chinese class, create the twenty-four solar terms learning task group, to establish and improve the digital cultural resource base. Optimize the design of teaching activities with the theme of 24 solar terms: Give lectures on the cultural knowledge of 24 solar terms; Experiential and practical teaching can make students feel the real language environment; Carry out characteristic theme activities and advocate students' independent inquiry. It can help students understand the excellent traditional Chinese culture, comprehensively improve their reading and language skills, further enhance their national pride and self-confidence, and comprehensively improve their core literacy.

Key words: twenty four solar terms; traditional culture; primary school Chinese; core literacy

The 24 solar terms is an important part of the excellent traditional culture of the Chinese nation, and was listed as world-class intangible cultural heritage in 2016. The 24 solar terms integrate the knowledge of astronomy, meteorology, phenology, folk culture and other aspects, and accurately reflect the basic characteristics of the four seasons of the year. Chinese is a comprehensive and practical, instrumental and humanistic course. The Chinese curriculum standard for compulsory education (2022 Edition) points out that through Chinese learning, we should love the national common language and characters, love Chinese culture, inherit and carry forward the excellent traditional Chinese culture preliminary understanding and reference of the outstanding achievements of human civilization, with a relatively broad cultural vision and certain cultural heritage.

The primary school Chinese curriculum has multiple functions. Taking the Chinese curriculum compiled by the Ministry as an example, teachers should strive to reflect the practicality and comprehensiveness of the Chinese curriculum in teaching. Through the edification of excellent culture, students can understand the richness and breadth of Chinese traditional culture, cultivate students' love for the excellent traditional culture of the motherland, enrich students' cultural literacy, and realize the continuous improvement of students' Chinese ability, And gradually form a positive attitude towards life and a correct world outlook and values. As an important part of traditional culture,

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the twenty-four solar terms is based on the development of students' core literacy and has the educational significance of sports, aesthetic education and labor education. Integrating the twenty-four solar terms into the primary school Chinese curriculum can better guide the students' comprehensive development of morality, intelligence, physique, art and labor.

1 24 solar terms integrated into primary school Chinese class

In recent years, the state has made great efforts to improve the inheritance and development of Chinese traditional culture. Various primary schools have vigorously carried out a series of activities, such as the introduction of traditional culture into the campus, integration into the curriculum, and traditional festivals, which are conducive to enhancing primary school students' cultural consciousness, strengthening cultural confidence, and promoting cultural spirit. As an excellent part of traditional culture, the 24 solar terms are integrated into the primary school Chinese curriculum, so that students can taste the ideological essence of Chinese culture, guide students to experience the national wisdom and ideological connotation contained in it, and can well enhance national pride. Influenced by objective and subjective factors, there will be some problems in the process of curriculum implementation.

1.1 Students' understanding of the twenty-four solar terms is relatively vague and are greatly affected by their interests

Based on the cognitive level and physical and mental development characteristics of primary school students, most students have a lack of understanding of the 24 solar terms. In primary schools, students were randomly asked what is the 24 solar terms. Most students knew the concept of 24 solar terms, and some students could recite the "24 solar terms song", but they knew little about its inherent natural laws and humanistic values. According to the questionnaire, the students' mastery of the 24 solar terms culture involved in their textbooks is low. 35.72% of the students think they have mastered it well, 60.76% of the students focus on the certain content they like, and 3.52% of the students think they have not mastered it well. Students' overall understanding of the twenty-four solar terms is relatively vague, and they are greatly affected by interest.

1.2 Teachers' cultural literacy is uneven, and the methods are more traditional

With the advent of the national "double reduction policy" and the "three child" era, the demand for high-quality primary school Chinese education resources is more urgent, the demand for teachers is large, and new teachers are facing challenges from professional skills and professionalism. In the actual teaching process, influenced by teachers' own literacy, regional factors, teaching environment and other factors, the level of cultural literacy reflected in Teachers' Chinese curriculum is different. According to the questionnaire, most of the students think the teachers' traditional cultural literacy level is very high, but 21.12% of the students think the teachers' level is average, and 0.4% of the students even think the teachers' level is poor. At the same time, the results of the questionnaire showed that the Chinese teacher mainly taught the key points of the examination by reading the text; Make courseware and explain it carefully; The 24 solar terms are taught in three ways: Let the students cross out the knowledge points; Let the students watch the video and special activities, but other practical activities outside school are rarely carried out. The twenty-four solar terms in Chinese teaching focus on tools, and the teaching methods are more traditional.

Figure 1: students' mastery of the 24 solar terms involved in the textbook

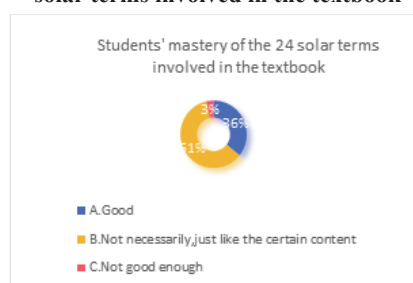
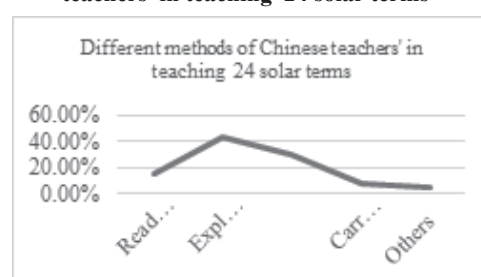


Table 1: students' evaluation of Chinese teachers' traditional cultural literacy

Students' evaluation of Chinese teachers' traditional cultural literacy		
options	subtotal	proportion
Good	1360	78.48%
Normal	366	21.12%
Not good	7	0.40%
Total	1733	

Table 2: different methods of Chinese teachers' in teaching 24 solar terms



2 The strategy of integrating the twenty four solar terms into the primary school Chinese Curriculum

2.1 Build a platform for teacher communication and improve the level of Teachers

1. Carry out corresponding teacher training

The 24 solar terms has important and rich educational value. The value of natural education related to astronomy and agricultural time, the 24 solar terms reflect the laws of natural change, guide people to follow the agricultural time, reasonably arrange the harvest time of crop production, combine the Chinese course with geography, natural science and labor education, and guide students to better understand and understand nature. According to the natural law of the twenty-four solar terms, the value of health education related to the body and health preservation should reasonably arrange the diet and rest time, and combine the Chinese course with the health preservation of traditional Chinese medicine and physical education, so as to cultivate students' strong physique; There is also the value of humanistic education related

to life aesthetics, thoughts and feelings. Ancient literati have left a large number of famous poems and songs in the long river of history, which also contains the ancient philosophy of harmony between man and nature and the principle of doing things. They read excellent ancient poems, edify culture and improve aesthetic taste. After integrating the resources related to the 24 solar terms, the school and relevant departments carefully selected the training content and conducted systematic training for teachers; Use case-based, participatory, experiential and other training methods to strengthen the interaction between trainers and trainees, and improve the pertinence and effectiveness of training; Make full use of the advantages of modern information technology, combine online training with offline training, help teachers build a knowledge system of 24 solar terms, improve teachers' traditional cultural knowledge, and ensure that teachers have "water in the bucket", so as to better integrate the 24 solar terms with Chinese courses, and design to attract students, stimulate students' interest. Advocate students' autonomous learning and exploration of Chinese curriculum.

2. create 24 solar terms learning task group

The twenty-four solar terms contain rich knowledge of astronomy, agronomy, geography, folk customs and so on. It is a summary of the knowledge of natural phenology. It intersects with sports, geography, natural science and other disciplines, and the knowledge structure is relatively complex. Learning task group is a major change in the Chinese curriculum standard for compulsory education (2022 Edition). Each learning task group should clarify what learning themes students focus on, in what learning situations, what content to learn, and how to learn, and integrate learning situations, learning contents, and learning methods with learning tasks to guide students to develop core literacy in the process of using language and characters. Teachers should follow the requirements of the new curriculum standard, take core literacy as the key link, take life as the foundation, take learning as the main line, and combine the four basic skills of Chinese "listening, speaking, reading and writing" to create the corresponding task group. For example, create a task group of oral expression and communication with the theme of 24 solar terms, and let students talk about the origin and characteristics of solar terms such as "Qingming" and "beginning of spring" independently. Before class, students use the library and the Internet to collect the information they need. The process of accessing the information is also a process of independent reading. They extract the content they need from a large number of reading, and share it with you in class after combing and integrating. The Chinese course can comprehensively improve students' reading level, thinking ability and oral communication ability by arranging corresponding task groups. Students can feel the humanistic spirit and ideology contained in the twenty-four solar terms in the reading process, which reflects the unity of the instrumental and humanistic nature of the Chinese course.

3. establish and improve the digital culture resource database

With the development of information technology and the establishment of professional resource base in Colleges and universities, primary schools should further strengthen and improve the construction of school digital campus. Strengthen the cooperation alliance with relevant majors in Colleges and universities, establish a team of teachers who work together to explore and cooperate, and use multimedia technology to link primary school Chinese teaching with traditional culture, primary school Chinese curriculum standards and textbook research, word theory literacy and other courses offered by universities, so as to enrich university courses and primary school courses. We should make rational use of the professional resource library that has been built in Colleges and universities and the content of teachers' autonomous learning resource library. At the same time, support and encourage teachers to set up special columns for the construction of excellent campus culture, record daily teaching, lectures, practical activities, etc. in the form of photos or images, process them into interesting image materials suitable for primary school students, and later produce excellent works of Chinese traditional culture suitable for the dissemination of emerging media such as the Internet and mobile phones, guide pupils to conduct lively and rich online learning in extracurricular time or family education time.

2.2 Optimizing the design of teaching activities with the theme of 24 solar terms

1. lecture on cultural knowledge of 24 solar terms

In ancient Chinese farming society, people divided a year into 24 solar terms by observing the changes of natural seasons and climate. Schools should offer lectures on cultural knowledge of the twenty-four solar terms. First of all, explain the word "solar terms" to students, "Jie" means season, "Qi" means climate, which together are called "solar terms", to help students understand the specific meaning of the word "solar terms". Secondly, we should talk about the classification of the twenty-four solar terms by the ancients. For example, according to the temporal order of the semantic field, it is divided into four seasons: spring, summer, autumn and winter, and each season has six solar terms; The solar terms reflecting seasons include the spring equinox, the autumn equinox, the summer solstice, the winter solstice, the beginning of spring, the beginning of summer, the beginning of autumn and the beginning of winter; The solar terms reflecting the change of precipitation are: waking insects, rain, grain rain, frost, light snow and heavy snow; The solar terms reflecting farming include waking insects, Xiaoman, grain in ear, etc., to help students construct the specific context of the 24 solar terms. Then, it explains the weather change, precipitation, diet, farming, poetry and other aspects of each solar term. Help students better understand the twenty-four solar terms, guide students to further discover, understand, evaluate and create beauty, improve their aesthetic ability, and immerse their spiritual connotation into students' hearts like salt melt water.

2. experiential practical teaching, let students feel the real language environment

The proposal of the concept of "core literacy" in the new curriculum standard indicates that students' learning style will change significantly. Students' learning is no longer a one-way, linear process, but to let students get involved, not only remember "what", but also explore "why" and "how". The text content of primary school students' learning in the classroom, especially the literary text, is affected

by age and cognitive level, so students may not get the real feeling when reading. Teachers create a real environment, guide students to observe the scene around them, and silently implement the traditional cultural embellishment of the twenty-four solar terms into the Chinese curriculum. For example, in spring, the teacher took the students to the tender buds in the drizzle on the playground during the recess to understand what is “the drizzle on the sky street is as smooth as crisp, but the grass color is not close at a distance”, touching the power of the newborn; In summer, let students enjoy the “little lotus just shows its sharp corners and dragonflies have long stood on its head” by the lotus pond and watch the beautiful scenery in early summer; In autumn, let students watch “parking at the night of love maple forest, frost leaves are red than flowers in February”, and collect the fallen leaves of the campus; In winter, let students have a look at the snow outside the window and feel what is “suddenly like the spring breeze coming all night, thousands of pear trees are blooming” and feel the cold of snowflakes. Life is the best teacher. By carrying out experiential practical teaching, students are guided to observe and perceive life, so that students can truly feel the climate change in the natural law, feel what ancient literati saw, sighed and felt, and further understand the content of the text; At the same time, feel the beauty of language and characters in the natural environment, feel the ideological connotation and artistic value of the works, enrich your emotional experience and spiritual world, and cultivate elegant taste.

3. carry out characteristic theme activities and advocate students' independent inquiry

The 24 solar terms contain rich folk culture, and schools can offer various forms of special theme activities. Set up characteristic activities with the theme of solar terms, design challenging tasks, guide students to accumulate independently, be diligent in thinking, be willing to practice, be brave in exploration, develop good learning habits, and advocate students to carry out independent, cooperative and exploratory learning.

In the snow season, ask students to collect poems about snow in groups, select a favorite poem and explain it in class. Such as plum blossom, farewell to Dong Da, Jiang Xue and other ancient poems. The students read and find relevant poems by themselves, analyze and understand the contents of the poems and the thoughts and feelings to be expressed, and then show them on the platform. In order to avoid repeating with other groups, each group of students will prepare several more poems. In this way, after the activity, each student can be familiar with and like at least three ancient poems. In this sharing and exchange activity, students have unconsciously learned and liked poems and formed the habit of collecting ancient poems independently.

The countdown film of the opening ceremony of the 2022 Winter Olympics will publicize the 24 solar terms, an excellent traditional Chinese culture, to the world. Primary school is the key period for students to form a correct world outlook, outlook on life and values. Integrating the 24 solar terms into the primary school Chinese curriculum can help students understand the excellent traditional Chinese culture, comprehensively improve their reading and language skills, further enhance their national pride and self-confidence, and comprehensively improve their core literacy.

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