

Exploring the Development of School-based Curriculum in Junior High Schools based on Chengdu's Indigenous Culture

Jiafan Su

China West Normal University, Nanchong 637000, China

Abstract

The development and implementation of school-based curriculum helps excellent local culture find a stable and systematic carrier of inheritance and innovation in school education. Aiming at the singularity and one-sidedness of local culture education at the junior high school stage at present, this study attempts to integrate Chengdu local culture into the junior high school school-based curriculum, and on the basis of the practice that meets the needs of the times and the school's philosophy of school running, establishes the practical forms of reciting ancient poems with inheritance and innovation and talking about hometowns in the form of understanding and communication, and explores the path of implementation of the Chengdu school-based curriculum based on the Chengdu school-based curriculum, i.e., refining the theme classification and carrying out the fusion of disciplines; focusing on the local culture of Focus on Chengdu's local culture to cultivate a sense of home and country; create an exchange platform to increase international interaction, etc. A junior high school school-based curriculum based on Chengdu's local culture is of positive significance to the development of students' cultural awareness, the improvement of teachers' professionalism, and the creation of schools with special characteristics.

Keywords

Local Culture; School-based Curriculum; Activity Curriculum; Cultural Awareness.

1. Introduction

At present, the development of local culture is facing problems such as lack of inheritance and faulty inheritance, and it is necessary to find an effective path for the inheritance of local culture. At present, school education is an important base for cultural inheritance and development, and it is inevitable that it should consciously take up the important responsibility of the inheritance of the excellent traditional culture of the Chinese nation. Therefore, school education can use school-based curriculum development as a carrier to find a stable and systematic inheritance mode for the excellent local culture, thus effectively promoting the inheritance, innovation and development of local culture. Chengdu, a park city under the snowy mountains and an elegant and fashionable world cultural city, from a regional center city to a national center city, could not be more suitable as the theme of school-based curriculum based on local culture. Therefore, this paper makes full use of the two characteristics of local culture, regionality and stability, to explore the development of junior high school school-based curriculum based on Chengdu's local culture, and to explore the practical basis, ideas and paths of school-based curriculum development, in order to inherit the local culture and build cultural self-confidence.

1.1. The Foundation of Junior High School School-based Curriculum Development based on Chengdu's Local Culture

The 2022 Compulsory Education Curriculum Standard points out that developing language proficiency, cultivating cultural awareness, enhancing thinking quality and improving learning ability are the goals of English teachers to achieve through curriculum teaching. Cultural

awareness is the understanding of Chinese and foreign cultures and the appreciation of outstanding cultures, and it is the cross-cultural cognition, attitude and behavioral choices that students show in the new era. Cultivating students' cultural awareness helps to nourish their character and enhance their civilization and sense of social responsibility. Therefore, in junior high school, the cultivation of cultural awareness through the practice of teaching and learning of local culture education helps to enhance students' sense of family and country and the sense of the community of human destiny, and is also the latest demand of the times to us. In the process of education and teaching, it is the mission of English teachers and educators in the new era to cultivate students' understanding of the excellent civilization achievements of different countries and regions, to compare the similarities and differences between Chinese and foreign cultures, and to develop the ability of cross-cultural communication and exchange. Through the cultivation of cultural awareness and the practice of teaching local culture, students can be prompted to form healthy aesthetic interests and correct values, establish international vision and firm cultural confidence.

At the same time, the cultivation of culture and awareness also needs to be combined with the philosophy of the school in which the teaching is practiced. The school's philosophy is the foundation of its practice of cultural awareness cultivation. The school philosophy should point to the family and the country, establish the family and the country, first of all, firm cultural confidence; school philosophy can also point to the concept of the community of human destiny, all countries in the world only in the open and tolerant, win-win cooperation and common development, in order to move towards a better future. With the needs of the times, combined with the school's philosophy, the junior high school curriculum based on Chengdu's local culture can have a solid foundation.

2. Ideas for Developing School-based Curriculum in Junior High Schools based on Chengdu's Local Culture

2.1. Creative Transformation in Excellent Chinese Traditional Culture

General Secretary Xi Jinping said during his cordial exchanges with teachers and students at Hunan University's Yuelu Academy, "Contemporary students must further strengthen their cultural self-confidence in the process of inheriting the outstanding Chinese cultural traditions." The Chinese nation has a civilization history of more than 5,000 years. The cultivation of cultural awareness needs to draw connotations from the excellent traditional Chinese culture. The reason why the ancient Chinese poems are taken as an important carrier for the cultivation of cultural awareness in the English subject is that the ancient Chinese poems, which are the classics of Chinese culture, are suitable for the characteristics of students' cultural awareness cultivation mind in the middle school stage. The English recitation of ancient Chinese poems is novel and interesting, and at the same time it can follow the principles of cultivating the roots and casting the soul, enlightening the intellect and increasing the wisdom of the English subject curriculum content. For example, the English recitation of ancient Chinese poems is to recite the familiar Tang and Song poems in English through classical translations. On the basis of improving students' English language expression skills, it is also closely related to students' Chinese ancient poetry learning life. At a time when every individual needs to become a micro-body to tell the Chinese story and spread Chinese culture, students develop the ability of cross-cultural communication and exchange, deepen the understanding and recognition of Chinese culture, and form a healthy aesthetic interest and correct values, establish an international perspective, and firm up cultural self-confidence, so as to realize the creative transformation of the excellent Chinese cultural traditions under the cultivation of cultural awareness.

2.2. Creative Development in Specialized Curriculum System

With the support of the school philosophy, in order to further promote the junior high school curriculum based on Chengdu's local culture, it is necessary to build a "3+X Excellent Curriculum" system that can help teachers and students grow in both directions.

The three courses on the teachers' side are physical and mental health courses, teaching skills courses and professional growth courses, in order to achieve quality teaching and build a solid professional foundation for teachers; the "X" courses on the teachers' side may include family culture courses, reading courses, diversified specialties courses, communication etiquette courses, elegant life courses, walking and hiking courses, etc. The "X" courses may include family culture courses, reading courses, diversified specialties courses, communication etiquette courses, elegant life courses, and walking and hiking courses. The "X" curriculum is designed to realize the diversified development of teachers and to nurture more outstanding students with excellent teachers.

The "X" Program for students includes the National Curriculum (Language and Mathematics), the Unicom English Program, and the Arts and Physical Education Program, in order to strengthen students' academic foundation. At the student end, the "X" curriculum focuses on the development of children's individual strengths, such as the Literacy Reading Program, the Science and Innovation Program, the International Understanding Program, and the Nature and Society Program. Therefore, if the cultivation of cultural awareness can be rooted in the 3+X outstanding curriculum system and manifested in the international understanding curriculum, the innovative development of cultural awareness in the special curriculum can be realized.

In view of this, a junior high school school-based curriculum based on Chengdu's local culture can be developed and implemented under the inspiration of the two working ideas of using traditional Chinese cultural activities as the carrier and the 3+X Excellence Curriculum System as the foundation.

3. Forms of Junior High School School-based Curriculum based on Chengdu's Local Culture

Under the cultivation of cultural awareness and taking into account the characteristics of the local culture of the city of Chengdu, the junior high school school-based curriculum is mainly launched in the following two forms:

3.1. Inheritance and Innovation of Reciting Ancient Poetry

Based on the national project "Special Research on the Innovative Inheritance of Chinese Excellent Traditional Culture", practicing schools can explore the practical activities of reciting ancient Chinese poems in English on the teacher's side and the student's side. The English recitation of ancient Chinese poems will serve as an effective way to develop students' cultural awareness of core literacy. In the recitation of ancient Chinese poems, we integrate the subject of language, look up ancient poems about the Chengdu area, and organize them into a collection of Chinese and English recitations relying on Xu Yuanchong's English translations. In the process of teaching, the teacher prepares learning materials, records audio and video, and completes the teaching and demonstration. Students are immersed in the Chinese and English recitation of ancient Chinese poems in various forms, such as reading, reciting and chanting, utilizing the time periods before and after morning and evening reading and going to sleep. Students are able to deepen the English expression of Chinese and English ancient poems on the basis of their learning and understanding of language subjects, thus cultivating a certain degree of cross-cultural communication and the ability to disseminate Chinese culture, and firming up the cultural self-confidence of teachers and students.

3.2. Understanding and Communicating about Hometown

As Chengdu's international status rises and its openness as an international cultural hub becomes more and more prominent, the "Teenagers Speak of Chengdu" International Understanding Program, which aims to cultivate junior high school students' international understanding, can be launched. The "Junior Speak Chengdu" program is oriented to cultivate junior high school students' international understanding and core literacy of openness, tolerance, and peaceful coexistence, and to cultivate students' self-confidence in Chinese culture and the export of their hometown's culture, as well as to satisfy the world's demand for understanding of Chinese culture. The course, oriented to all students, based on students' growth, whole-subject penetration, curriculum integration, and project-based teaching activities, enhances students' international comprehension and foreign interaction ability while guiding them to start from the city they live in, mobilizing their internal drive to learn, encouraging them to practice, and focusing on their sense of participation.

4. The Development Path of Junior High School School-based Curriculum based on Chengdu's Local Culture

Knowing and doing is an important implementation strategy for exploring the teaching of local culture in the process of cultivating cultural awareness. Under this strategy, three exploration paths are used to develop a junior high school school-based curriculum based on Chengdu's local culture.

4.1. Refinement of Theme Classification and Integration of Disciplines

Under the guidance of project-based teaching, the Heritage Innovation Recitation of Ancient Poetry activity, from the design of the activity to the development of the activity, is under the guidance of the teacher, student-centered and problem-oriented, through the discussion of the learning group and the collection of information around the problem. In the process, students' independent learning ability and creativity are cultivated. For example, when reciting Chinese ancient poems, through the integration of English and language subjects, the teacher assigns students to collect Chinese ancient poems with the theme of their hometown Chengdu, organizes students to sort out the relevant information according to dynasties and seasons, and combines with the translations of Mr. Xu Yuanchong, a famous translator, to sort out the English translations suitable for students of different grades in the junior high school stage. Teachers will conduct the following activities: "Teachers read - Students enjoy - Teachers guide - Students read". Teachers will collect and organize these activities into a collection. For example, the information technology used to make VLOGs in activities such as "Teenagers Speak of Chengdu" requires computer teachers to expand and extend the lessons to integrate English with information technology; the music for videos requires the music department to improve students' appreciation and realize the integration of English and music; the results of students' activities such as posters, mind maps, etc. are also the integration of English and art departments. etc. are again the integration of English art discipline.

4.2. Focusing on Local Culture and Cultivating a Sense of Home and Country

Taking the local culture of our hometown Chengdu as an entry point, we should fully develop and utilize all the quality resources of Chengdu. Chengdu, a city whose name has remained unchanged for 3,000 years, with its fertile Dujiangyan, the unique Qingcheng Mountain, the imposing Wuhou Ancestral Temple, the ancient Qingyang Palace, and the reputation of being a city of food and leisure, is a powerful resource for the international comprehension course of practical teaching of local culture under the cultivation of cultural awareness. On the student's side, the "Junior Chengdu" International Understanding Program has been launched. For example, in the chapter of Landmarks, you can enjoy the charming night color of Jiouyan Bridge,

witness the majesty of the Tianfu Financial Center, ride the Tianfu Greenway, and visit the new landmarks of the city of leisure; on the teacher's side, the teaching demonstration activity of the Chengdu Municipal Bureau of Education's "Telling China's Stories in English - Outstanding Chinese Culture Education in the Classroom" is used as an opportunity for the teachers to demonstrate their knowledge of Chinese culture and its importance to the students. On the teachers' side, with the teaching demonstration activity of "Telling China's Story in English - Excellent Chinese Culture Education in the Classroom" under the concept of the new curriculum standard of Chengdu Municipal Education Bureau as an opportunity, under the professional guidance of the teacher-researcher teachers, the English teachers ploughed deep into the classroom, studied teaching, tapped into the local characteristics of the local culture according to the characteristics of their hometowns, did a good job in teaching the picture book of "China Style - Sichuan and Chongqing", integrated the local culture into the English curriculum, and pushed their hometown cultures to the world. In the process of teaching picture books, using the Sichuan and Chongqing local culture theme situation, let students learn about their hometown in English, produce more curiosity and desire for knowledge; local culture picture books into the classroom also let students in the reading, learn to observe, read the map, cultivate students observation, analysis, categorization, generalization, and other logical thinking skills, and further solidify the cultural literacy of the students to tell a good story in English using the story of China.

4.3. Create a Communication Platform to Increase International Interaction

English is an important communication tool for international exchanges and cooperation, and one of the carriers for spreading the achievements of human civilization, which plays an important role in China's approach to the world, the world's understanding of China, and the building of a community of human destiny. In the practice of local culture school-based curriculum development, it is necessary to continuously improve the design concepts of activities and courses, fully give students the opportunity to express and display, find multiple channels and platforms, and create as many opportunities as possible to help students promote and publicize their hometown's characteristics and culture to the outside world. For example, we can make use of Chinese and foreign humanities exchange platforms to make friends with schools in international countries and establish sister schools. Schools on both sides can work together to carry out various educational exchange activities, including teachers' teaching and research activities, students' exchange activities and curriculum sharing. Only by relying on the platform and resources of international understanding and exchange can the junior high school school-based curriculum based on Chengdu's local culture be enriched and improved.

References

- [1] Ministry of Education. English Curriculum Standards for Compulsory Education (2022 Edition) [M]. Beijing: Beijing Normal University Press, 2022.
- [2] Ji Qingying. The development of school-based culture of "local culture" language [D]. Shanghai: East China Normal University. 2011.
- [3] Liu LY, Li YJ. Intercultural education under the framework of multiculturalism[J]. Hebei Journal, 2013.
- [4] Chen Ting. Exploring the practice of school-based curriculum development based on the inheritance of excellent national culture--Taking Lhasa Experimental Primary School's Tibetan Culture Characteristic School-Based Curriculum as an Example[J]. Research on Ethnic Education, 2020.