

Research and Practice on the Integration of Taishan Culture into Primary and Secondary School-based Curriculum Development

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Abstract: As the first of the five Chinese mountains, Mount Tai has a rich and deep historical and cultural heritage. It is of vital significance to deeply explore the content and value of Taishan culture and try to gradually integrate Taishan culture into the development and research of primary and secondary school-based curricula. Students participating in the learning of school-based curriculum based on Taishan culture can more directly and fully feel the powerful charm of Taishan culture, and at the same time, it is also helpful to cultivate students' love for the history and culture of the motherland as well as to enhance students' cultural self-confidence.

Keywords: Taishan culture; primary and secondary schools; school-based curriculum, curriculum development

Introduction

The school-based curriculum is a kind of regional and local curriculum differentiated from the national curriculum, and it has become an indispensable part of the national curriculum system. Practice has proved that the development, research and implementation of school-based curriculum, on the one hand, effectively make up for the shortcomings of the national curriculum, laying a good foundation for the smooth implementation of the national curriculum, and on the other hand, it also ensures the consistency of the educational and teaching curriculum system with the political, economic and cultural development needs of the modern society^[1]. Compared with the national curriculum, school-based curriculum development and research to be more flexible, but also has a close correlation with the development of regional curriculum, multi-party subject participation enthusiasm is also higher.

1. Explanation of the connotation of school-based curriculum on Taishan culture

What is the Taishan culture school-based curriculum is explained from the theoretical level, that is, based on the profound Taishan culture to develop and open the school-based curriculum. On the basis of the national curriculum standards, the unique culture and resources of Taishan are taken as the basis, and the local customs and folklore of Taishan are taken as the starting point for the development of the local curriculum structure and system, which includes the Taishan Culture School-based Curriculum Plan, Curriculum Description, Curriculum Outline, and Curriculum Teaching Materials^[2]. In essence, the school-based Taishan culture curriculum should be an effective supplement to the national curriculum, with significant local and regional characteristics.

The development of primary and secondary school-based curriculum under the perspective of Taishan culture makes full use of the unique historical and cultural as well as resource advantages of Taishan region, closely links the learning needs and interests of primary and secondary school students, effectively makes up for the missing parts of the national curriculum, and pays high attention to the training needs of primary and secondary school students' comprehensive cultural literacy. The development of Taishan culture school-based curriculum is an inevitable requirement for the innovation and development of the local curriculum, and to a certain extent, it represents a trend of primary and secondary education and teaching from the national curriculum, local curriculum to school-based curriculum expansion. At present, the development and research of the school-based curriculum of Taishan culture has fully taken into account the physical and mental characteristics of primary and secondary school students as well as personalized learning needs, and given a high degree of respect for the historical status of Taishan culture, practice shows that the integration of Taishan culture into the school-based curriculum has a high degree of feasibility in the school-based curriculum based on in-depth investigation, research and analysis of the basis of the Taishan culture has been professionally designed, sorted out, as well as arranged, to establish a school-based curriculum that is in line with the learning needs of primary and secondary school students, and to develop a school-based curriculum. Based on in-depth research and analysis, Taishan culture has been professionally designed, sorted out and arranged to establish a reasonable curriculum structure that matches the learning needs of primary and secondary school students, with a view to effectively promoting the promotion and inheritance of Taishan culture by means of the school-based curriculum.

2. The effective path of research and implementation of the integration of Taishan culture into the development of school-based curriculum in primary and secondary schools

2.1 Digging deeper into the culture of Taishan and raising the interest of primary and secondary school students in understanding the culture of Taishan.

The development of school-based curriculum on Taishan culture needs to be based on in-depth excavation of the rich resources of Taishan culture, and appropriate Taishan cultural resources should be carefully selected and introduced into primary and secondary school-based curricula. Considering the physical and mental development of primary and secondary school students and their actual learning needs, it is suggested that in the process of developing the school-based curriculum of Taishan culture, diversified literati resources, natural resources and multi-coloured picture resources should be applied to attract students' attention visually and stimulate and motivate students' interest in learning the content of Taishan culture^[3]. At the same time, it is also necessary to synchronously introduce some sections that can cultivate students' hands and brains, so that students can move in the process of learning school-based curriculum, from a more comprehensive experience of the richness of the culture of Taishan, and then subconsciously cultivate and enhance their sense of identity and sense of belonging to this article's culture. In the actual teaching of the curriculum, teachers can guide students to independently complete some preparatory tasks, such as the collection of materials, read the text, field trips, etc., the first to establish a certain knowledge of the Taishan culture, and then these understandings and cognitive into the students' aesthetic interest, thought and emotion into the cultivation of the students, stimulating their desire to express their hearts, so as to better exercise and improve their ability to express and improve their overall quality.

2.2 Developing a diversified school-based curriculum by utilizing Taishan's cultural topogenesis

The development and research of school-based curricula in primary and secondary schools need to pay attention to diversified characteristics, and meet the different interests and individual needs of primary and secondary school students as much as possible. Therefore, in the process of integrating Taishan culture into the teaching of school-based curriculum, it is necessary to make high use of the rich resources of Taishan culture, expand the sources with the help of Taishan culture, and carry out hierarchical planning for the school-based curriculum in order to ensure the practicality of Taishan culture school-based curriculum. First, the development of the basic school-based curriculum, that is, the spiritual concepts embodied in the Taishan culture as the core content, to help and guide students to learn and understand from the theoretical level, so that students can understand the deep connotation of Taishan culture in all aspects^[4]. Secondly, expand the added value of the school-based curriculum, for example, you can set up a reading course dominated by the content of Taishan culture, build a reading system of subjective reading, regular reading, and all-member reading, and take the specific content of Taishan culture as the fundamental point of the school-based curriculum, together with a series of activities to enhance the students' knowledge of and love for Taishan culture in a strong sense of ceremony, and create a strong reading atmosphere in the whole school, so that the students can understand the deep connotation of Taishan culture. A strong reading atmosphere is created in the whole school, so that students can fully feel the fragrance of books. Another example, the school in the development of Taishan culture school-based curriculum can try to synchronize the development of the corresponding club courses, according to the different personality needs of students to develop a variety of club course packages to encourage and support students to actively participate in them, which can play a very good role in helping students to more in-depth study and understanding of Taishan culture to help.

2.3 Enriching the content of the school-based curriculum on Taishan culture to help students understand Taishan culture in an all-round way

Taishan culture contained in the "moral, intellectual, physical, aesthetic, labour" content into the classroom, in the specific teaching process will make the students deeply infected, not only to achieve the purpose of comprehensive development, but also help them to make the correct judgement, highlighting their personality. Schools in the development of Taishan culture school-based curriculum, not only to take into full account the actual needs of the school-based curriculum development, but also need to be closely integrated with their own curriculum teaching the real situation to develop a school-based Taishan culture courses belonging to the school, to highlight the characteristics of the Taishan culture school-based curriculum, and try to enrich the content of the Taishan culture school-based curriculum. For example, the introduction of Taishan history, Taishan celebrities, Taishan literature, Taishan customs, Taishan scenery, Taishan dialect, Taishan architecture and other aspects of the content, these contents are sorted and selected into different chapters, so that students can understand the Taishan culture from more perspectives and find their own interest in the content for in-depth exploration^[5].

2.4 Exploring new ways of learning and respecting the status of students as the main body of learning

In the teaching of Taishan culture school-based programme, the students' status as the main body of learning should be fully embodied. Therefore, in the process of developing and constructing the

school-based curriculum of Taishan culture, it is necessary to simultaneously think about and explore the learning mode that matches with it, and it is suggested that a series of key words such as autonomy, cooperation and inquiry should be highlighted in the learning mode, subconsciously guiding students to discover and solve problems on their own, and improving the students' independent ability to participate in the learning and their ability to cooperate with one another with the help of the school-based curriculum^[6]. In the case of realistic conditions allow, teachers should give students more independent decision-making power, by the students to choose their own way of learning, such as group cooperation to collect information, field reference visits, self-exploration learning, etc., to focus on and cultivate students' ability to choose, learn, organize and appreciate independently. In addition, in the evaluation of the school-based Taishan culture programme, the main body should not only pay attention to the students' learning results, but also need to combine the students' performance in the process of independent learning, exploration and practice, to give an objective and comprehensive evaluation of the students' comprehensive ability and literacy.

3. Conclusion

To sum up, Taishan has a long human history and rich cultural heritage, which is not only a natural mountain range, but also a treasure trove with rich historical and cultural values. It is wise to choose to integrate Taishan culture into the development of primary and secondary school-based programme. Primary and secondary school students can directly contact and understand the rich content of Taishan culture through learning school-based curriculum, which not only helps to deepen primary and secondary school students' knowledge and understanding of Taishan culture, but also helps to invisibly stimulate and cultivate primary and secondary school students' desire to explore the traditional culture, which is irreplaceable and important for enhancing primary and secondary school students' comprehensive cultural literacy.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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