Research on Development Way of the Hidden Curriculum of Traditional Cultures in Chinese Teaching in Middle and Primary Schools

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Abstract. The Chinese traditional cultures promote the national progress and the social development, and provide spirit nourishment and intelligence support for our middle and primary school students. As a basic subject in the middle and primary schools, Chinese plays an important role in inheriting the ethnic culture and guiding the future development of students. Today, the educational circles have fully realized the important role of dominant curriculum in Chinese teaching in middle and primary schools in inheriting traditional cultures, but they shall better understand that, as a constituent part of the subject, the hidden curriculum in Chinese teaching has its own characteristics and irreplaceable functions in the transmission of traditional culture in Chinese teaching in middle and primary schools. For the problems of rigid teaching contents, forms and means for the transmission of traditional culture in the hidden curriculum of Chinese, lack of consciousness and quality for the development of the hidden curriculum of traditional cultures in the teaching staff, etc., the paper presents the ways for the development of hidden curriculum of traditional culture in Chinese teaching in middle and primary schools: multi-level development of the resources of the hidden curriculum of traditional cultures in Chinese teaching in the middle school, multi-form enhancement of the transmission of traditional culture in Chinese teaching, and multiplex promotion of the levels and capabilities of schools and teachers in the development of hidden curriculum.

1. Introduction

As proposed in the new Chinese curriculum standard of elementary educations of China, Chinese teaching in the middle school has to further deepen the cognition of students in the broad and profound Chinese cultures and further cultivate students with the attitude of drawing national wisdoms from excellent Chinese traditional cultures and the feelings of loving Chinese cultures, thus to advantageous achieve the curriculum objective of comprehensively improving students' Chinese accomplishment. Through the learning of traditional cultures, students develop an interest in the national languages and cultures of China, which facilitates students' character to develop healthily and students' personality become more perfect.

In the curriculum system of the middle school, Chinese subject is the most conducive to the promotion of traditional cultures, and as an important front of the traditional culture education, Chinese subject can promote the development of traditional cultures. When dominant curriculum has been developed to a certain extent, more attention shall be paid to the development of hidden
curriculum, because the influences of hidden curriculum have more characteristics of potentiality, universality, profundity, etc. To some extent, hidden curriculum has greater effects than dominant curriculum and will affect the quality of dominant curriculum, therefore, when localizing targeting in teaching, Chinese teachers shall get familiar with and confirm the connotation of excellent traditional cultures, and consciously implement permeation of excellent traditional cultures by means of hidden curriculum.

2. Concept Definition

2.1. Traditional Culture

Traditional culture is the historical record and the spiritual home of an ethnicity, and are preconditions for this ethnicity to create new cultures. Chinese traditional culture is the collection of thoughts and ideas, traditional virtues and humanistic spirits developed by the Chinese nation during the social practices of more than five thousand years, and reflects the Chinese nation-specific ways of thinking and traits of spirit. It promotes the national progress and the social development, and provides spirit nourishment and intelligence support for our middle and primary school students.

2.2. Hidden Curriculum

Hidden curriculum is relative to dominant curriculum, both of them are two constituent parts of the curriculum, and dominant curriculum refers to the school curriculums in a conventional sense \(^1\). Hidden curriculum means a kind of unconscious unspecified psychological reaction way, which can affect the attitude, motivation, values, emotion, belief, will, etc., of students in an indirect and hidden way. Hidden curriculum includes constituent parts of opinion, material space, organizational system, psycho-culture, etc.

Hidden curriculum exists in every aspect in Chinese teaching\(^2\). Hidden curriculum mainly has functions of moral education, intellectual education and humanistic education. It creates an emotional situation imperceptibly to let students unconsciously stay in and accept edification and education unconsciously, so that students can make choices and judgments freely and independently. It affects the lifelong development of students in a quite educational way \(^3\).

3. Importance of Development of the Hidden Curriculum of Traditional Cultures in Chinese Teaching in Secondary School

The traditional culture of the Chinese nation has a historical origin of thousands of years, and through thousands of years' precipitation and inheritance, it carries the intelligence and essence of the Chinese nation and has an irreplaceable education function. Compared with the dominant curriculum, the functions of the hidden curriculum in moral education are more effective in most situations. However, Chinese education also undertakes an important function of "Educating People", so, the development of hidden curriculum in Chinese teaching in middle and primary schools has a more crucial significance. Moreover, in the Chinese subject field, the hidden curriculum can unconsciously and thoroughly affect the students, which can be accepted by students more easily and more willingly, and can directly or indirectly affect the development of students' personality, life outlook and values, with more significant educational effects. Especially, the middle and primary school students are in the critical period of the development of personality, life outlook and values, and during this period, the development of the hidden curriculum of traditional cultures in Chinese teaching in middle and primary schools is particularly important \(^4\).
4. Problems in the Development of the Hidden Curriculum of Traditional Cultures in Current Chinese Teaching

With a long time of development and reform, the dominant curriculum in Chinese teaching in China has achieved great improvement and development. However, the development of the hidden curriculum of traditional cultures in the current Chinese teaching has some problems:

4.1. Rigid Teaching Contents, Forms and Means for the Transmission of Traditional Cultures in Hidden Curriculum of Chinese

4.1.1. Narrow Use Contents of Traditional Cultures

The Chinese subject not only relates to "Language", but also relates to the "Application of Language". In terms of important traditional cultures in Chinese teaching in middle and primary schools, teachers always only pay attention to the word translation of ancient classics, but fail to sufficiently explore the profound connotation and essence of the traditional cultures, and this is a big defect in the development of hidden curriculum in Chinese teaching.

4.1.2. Single Transmission Form of Traditional Cultures

The learning of traditional cultures in the Chinese subject in middle and primary schools is difficult for students to some extent, therefore, to meet the examination-oriented requirements, teachers still use teacher asking and student answering as well as plenty of practices to achieve the learning purpose during the teaching process of traditional cultures, but they neglect the colorful hidden curriculum way, e.g., concept leading, system enhancement, environmental layout, atmosphere creation, etc.

4.2. Lack of Consciousness and Quality for the Development of the Hidden Curriculum of Traditional Cultures in the Teaching Staff

4.2.1. Lack of Consciousness for the Development of the Hidden Curriculum of Traditional Cultures in the Teaching Staff

At present, many teachers do not realize the importance of the development of the hidden curriculum of traditional cultures. They directly determine the teaching quality of dominant curriculum and only devote to the promotion of the classroom teaching quality, but the effects are always unsatisfactory. In addition, there is a big mobility in the teachers of middle and primary schools at present, and this results that many young Chinese teachers fail to keep a foothold in the long-term development of students and lack of the consciousness for the development of the hidden curriculum of traditional cultures.

4.2.2. Lack of Quality for the Development of the Hidden Curriculum of Traditional Cultures in the Teaching Staff

The teaching staffs are complicated in background and different in quality. Compared with other subjects, the specialty of Chinese subject is regarded as more simple, as a result, the Chinese subject always becomes the foothold of some off-staff teachers. Many Chinese teachers have little knowledge of the excellent traditional cultures, let alone the development of the hidden curriculum of traditional cultures, and this greatly troubles the development of the Chinese subject, and is not beneficial to the development and application of the hidden curriculum of traditional cultures.

5. Ways for the Development of the Hidden Curriculum of Traditional Cultures in Chinese Teaching in Middle and Primary Schools

Development ways of the hidden curriculum of traditional cultures in Chinese teaching in middle and primary schools mainly include:
5.1. Multi-level Development of the Resources of the Hidden Curriculum of Traditional Cultures in Chinese Teaching in Middle and Primary Schools

The new curriculum reform presents requirements of focusing on the development and utilization of Chinese curriculum resources, the contents covered by Chinese subject are very rich, and the five-thousand years' cultural inheritance of the Chinese nation implies many implicit resources.

5.1.1. Explore the Hidden Curriculum Resources in Teachers

Teachers are the organizer, leader and promoter of the classroom and students always directly imitate and learn from the teachers, therefore, teachers themselves are existing curriculum resources [5]. Especially for Chinese teachers, if the teachers show their emphasis on excellent Chinese traditional cultures on the concept, their behaviors show the traditional virtue of China, and their daily teaching languages or manner of dealing with people transfer the excellent traditional culture style, the students will be affected and infected by teachers imperceptibly.

5.1.2. Master Hidden Curriculum Resources Dynamically Formed during Classroom Teaching

The Chinese curriculum standards indicate in the development and utilization of curriculum resources that: "Chinese curriculum resources include classroom teaching resources and extracurricular learning resources. In the class, the existing resources shall be taken full advantage of to actively develop the potential resources, especially the resource factors of human and the resource factors generated during curriculum implementation."

Hidden curriculum resources include the generative resources dynamically generated during the constant advancement process of classroom teaching, e.g., troubles during the communication process between teachers and students, and between students, differences in students, etc. In addition, the resource factors implied in the creators of ancient Chinese prose can convey the excellent traditional culture information of China, e.g., experience, character, life outlook and values of the authors, etc. Especially, when students have different opinions and cannot convince the other side, teachers do not have to provide a standard answer, instead, teachers can encourage students to continue to study the text, lead and enlighten students' thinking, and provide some wisdoms and views of the ancients of China. Teachers and students can discuss different opinions and form a comprehensive viewpoint, so that the students can share the differentiated dynamic resources, the classroom can form an atmosphere of collaborative learning, resource sharing and intelligence development, and students can be edified by the excellent traditional cultures of China imperceptibly.

5.1.3. Make Full Use of Traditional Territory Cultural Resources

The rich traditional territory cultural resource is also an important way for the development of hidden curriculum in Chinese teaching [6]. Every place has its own unique territory cultures, and these territory cultures are inherited and accumulated through a long history. Therefore, the study and learning of students in the hidden curriculum resource of traditional cultures within the territory also can effectively motivate the hometown complex and national emotion of the students. For example, there are "Xin Qiji's Former Residence", Li Qingzhao's hometown—Zhangqiu District, "Tie Gong Memorial Temple" in Jinan City, etc. The unique traditional culture resources of each region are inexhaustible hidden curriculum resources. During the process of Chinese teaching, teachers shall be skilled at guiding students to understand and explore, and constantly motivate the learning enthusiasm and sense of national pride of the students by means of taking examples, etc., and thus to further lay a solid foundation for the future development and the formation of correct values for students.
5.2. Multi-form Enhancement of the Transmission of Traditional Cultures in Chinese Teaching

Chinese teachers need to use diversified application forms and means of hidden curriculum to constantly motivate the learning interests of students in the traditional cultures of China, letting the interest lead students to continually explore and learn.

5.2.1. Combine School and Out-of-school Activities

In the school, teachers can launch out traditional cultural activities of reading exchange, recitation, learning salon, etc., based on the traditional cultural knowledge learned in class by comprehensively utilizing the library resources and site resources according to the psychological characteristics, hobbies and interests of students, which can enable students to actively participate in the in-depth exploration of knowledge and more effectively motivate the learning confidence of students more effectively.

Out of school, teachers shall pay attention to the extension of classroom knowledge and make full use of the hidden curriculum resources in real life. Teachers can either organize small-scale field visits and learning to let students be in the atmosphere of historic cultures and experience the historical immersion, or organize viewing activities of classic traditional cultural themes.

5.2.2. Advance with the Times and Innovatively Use Modern Teaching Methods

The application of modern technical educations by teachers can help students more intuitively feel the inheritance of historical cultures. There is a huge information on the modern network, and the proper application of such information can help students absorb rich teaching resources. Besides, it provides a broad way for the development of the hidden curriculum of traditional cultures in Chinese teaching [6].

5.3. Multiplex Promotion of the Levels and Capabilities of Schools and Teachers in the Development of the Hidden Curriculum

The development of the hidden curriculum of traditional cultures in Chinese teaching not only is the responsibility of Chinese teachers, but also requires the schools and all the teachers to jointly create a learning environment with cultural deposits. In this way, students can accept the edification and infection of traditional cultures in an unexpected and natural learning atmosphere, and promote their own Chinese accomplishment imperceptibly.

1. The school shall set up the philosophy of respecting traditional cultures, and guide all the teachers and students in the school to learn the excellent traditional cultures of China, recognize their importance, and set up the philosophy of respecting traditional cultures and the climate of learning and applying traditional cultures.

2. The school shall build an in-school environment for the learning of traditional cultures, create in-school hidden curriculum, take full advantage of the field resources in the school (especially the places having profound cultural deposits, e.g., classroom, library, reading room), and establish diversified traditional cultures [7].

3. The school shall establish a sound system for the transmission of traditional cultures, establish a system for teachers and students to learn the excellent traditional cultures of China, and have the consciousness of developing the hidden curriculum of traditional cultures in Chinese teaching to lay a foundation for the development of the hidden curriculum of traditional cultures in Chinese teaching and provide system guarantees.
4. The school has to promote the traditional cultural accomplishment of the teaching staff, because the quality of the teaching staff directly determines the teaching efficiency. The traditional culture contents in the Chinese curriculum in middle and primary schools are difficult to middle and primary school students to some extent. Therefore, Chinese teachers are required to have higher traditional cultural accomplishments. The improvement of the capacity level of teachers depends on the high-level and targeted business training regularly organized by the school, and such business training can help teachers continually promote the teaching level through learning [8]. Meanwhile, to improve the overall level of Chinese teachers in an all-round way and realize the overall leaping development of Chinese teachers, the school shall constantly expand the resources, for example, to establish resource libraries for the training of traditional cultures of Chinese teachers in the middle school, to make an overall plan of jointly built and shared superior resources of the school and even other schools within the region; in addition, the assigned teachers can accept high-level researches and studies and reach mutual support agreements with other superior schools to carry out on—secondment exchange learning and learn the advanced experience of other schools, thus to promote their own capabilities and levels.

6. Conclusion

The hidden curriculum in Chinese teaching in middle and primary schools reflects important educational functions and features. Infiltrating traditional cultural factors in the Chinese curriculum in middle and primary schools is the development trend in the current Chinese education. On the one hand, teachers have to constantly promote their own traditional cultural accomplishments, and on the other hand, teachers shall explore traditional cultural resources in the Chinese curriculum in a diversified way. The development of curriculum resources is the top priority in the development of hidden curriculum, and after completing the exploration of traditional cultural resources in class and out of class, teachers have to constantly innovate the technical means and methods of education, and guide students to accept the traditional cultures and absorb nutrients from the traditional cultures. Of course, the development of the hidden curriculum of traditional cultures in the Chinese subject also needs the overall planning and coordination of the schools and the joint construction of other subject teachers. The schools have to actively create a learning environment with a traditional cultural atmosphere for students to form a joint force of the whole school and even the whole society.

The Chinese teachers in middle and primary schools shall shoulder the heavy responsibility of inheriting the Chinese traditional culture to create a good learning environment of traditional cultures for students and constantly explore the hidden teaching resources in the traditional cultures as the supplement and expansion of the dominant curriculum. They shall build a new Chinese teaching system with dominant curriculum oriented and hidden curriculum supplemented to give full play to the mental activities of voluntary attention and involuntary attention of students, so that the students can feel the edification from traditional cultures during the Chinese learning process, the traditional cultures can be inherited and developed. In this way, the students can improve their own cultural accomplishment, increase knowledge reserves, form correct world outlook, life outlook and values, and become people who can make contributions to the future development of the motherland.

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