Characteristics Analysis about Chinese Primary School Textbook “Morality and Life”

Hong-Yan WANG

Department of Foundation Course Instruction and Research, Jilin Sport University, Changchun130022, China

The Postdoctoral Mobile Research Station of Management Science and Engineering, Shandong University, Jinan, 250100, China

why99521@163.com

Keywords: Morality and Life, Textbooks, Characteristics; Analysis.

Abstract. Morality and Life textbook is to guide students to learn book for teachers, but also a major source of material for student learning. It is also a moral and living standards of the most important curriculum carriers, thus the importance of character building and living textbook also highlighted. This article focuses on several Chinese versions of the textbook characteristics of morality and life, hoping to provide some valuable feedback to the construction and improvement of textbooks, but also want to be able to provide some help and reference for creatively using the textbook for teachers.

“Morality and Life” course in the new round of Foundation Education curriculum reform tide came into being in July 2002, a group of character and life experiment textbook lead through a national review, and in September the same year into the 38 state-level basis education curriculum reform experimental zone experiment, into the classroom. Morality and Life textbook for teachers to guide students to learn book, but also a major source of material for student learning, it is also a moral and living standards of the most important carriers curriculum, thus the importance of character building and living textbook also highlighted. This paper explores the character and life characteristics of existing several versions of textbooks, as well as the consequent ponder, hope and life to the moral teaching of the construction and improvement to provide some valuable feedback, but also hope to teachers creatively use textbooks to provide some help and reference.

Morality and Life Course materials prepared embodies the spirit of the Foundation Education curriculum reform to “Foundation Education Curriculum Reform (Trial)” (hereinafter referred to as the “Program”) as a guide to “full-time compulsory morality and Living Curriculum Standard (Experiment draft)” (hereinafter referred to as the” standard “) as the main basis for the preparation, follow the basic idea of this course, which reflects the various versions of textbooks to some specific characteristics.

Promoted the Culture and Moral Lives of Children in the World Return

Select textbooks to real life of the child as the basis and source, with time and space the lives of children for clues, select the child must have significant educational value and can cause children’s interest in the contents of the design theme, that close contact children’s lives theme activities or games as the carrier, followed the logic of life of children, guiding children’s development in life, life in development. As first grade PEP textbook designed based on this idea, “I go to school,” and “I Love You Mom motherland,” “my day”, “New Year” activities in four thematic units. Wherein the first unit, “I go to school,” includes five themes, namely, I carry a new bag, our campus, new friends new partner, campus ringtones, return home safely. Combined with the characteristics of the newly enrolled students to school-related education, from the experience of new life, familiar with the campus environment, familiar with the teachers and students to learn the school routine of daily life, the way home from school safety to education, textbooks are presented with A typical scene one
after another child in real life, to guide students in the context of the experience, get personal experience and experience, and benefit the people, making the internal needs of the individual, in focusing on the rational life, combined with the aesthetic life and moral life, based on the efforts to achieve a comprehensive educational content and multiple objectives. As Liaohai textbook version of “home” for the logic and value of design the main line, the main design of the “Our Home”, “My house,” “I and birds Home”, “My Hometown” and “Our Mother – Motherland”, and several thematic units, trying to guide children in learning to form the “home” of consciousness, and to the role of the home, “a member of the child to feel and recognize the face of the multiple areas of the world: family, school, community, home, country and the world, reflecting the children’s contact with the self, nature, society, promote the formation of its ability to enhance the life and good morality.

Achieved the Organic Integration of Various Disciplines

Morality and Life Course is an activity-based integrated curriculum, as a comprehensive curriculum, it re-examine the traditional sub-disciplines. On the basis of the class system, close the book knowledge and real life contact, fusion language, arts, crafts, nature, science and many other disciplines as one, To avoid a single, simple, and a tendency to split, etc., pay attention to horizontal and vertical linkages and integration of the various disciplines of content, broaden the students’ knowledge, enrich their horizons. Integrated curriculum leading value lies in the integration of related disciplines by promoting awareness of the overall development of students and the formation of a comprehensive grasp and solve problems with vision, and therefore the principles embodied in the comprehensive textbook in preparation is particularly important. Four aspects of the course content, although different emphases, but they reflect a certain amount of contact and integrity, in a healthy, safe premise, the lives of children both happy and positive, but also a sense of responsibility and creativity in the preparation of textbooks it reflects this contact integration. On a year as UNESCO textbook version of “Nature really beautiful” theme, will permeate the language of knowledge, appreciation of the arts organically integrated into the activities, so that students get emotional excitation, work created by the influence of the arts, verbal skills improved, so that the teaching rejuvenated life, to achieve the integration of various disciplines, not only multi-disciplinary content well for the integration, but also a better knowledge, ability, Emotional attitudes and values and other organic combination, not stiff, not fragmented.

Concerned about the Law of Cognitive Development and Psychological Characteristics of Children

Arrangement and presentation of textbook content selection and organization, activities, layout design and performance are all reflected in the scientific principle, we strive to meet the grade one, two children’s physical and mental development characteristics, learning characteristics, habits and character formation patterns of development, Suitable for children aesthetic, reading habits and capabilities, focusing on the use of child-oriented language and presentation. Intuitive image-based presentation, graphics and appearance, color matching and reasonable, and in some textbooks designed a cartoon character theme, in the form of elf appeared, such as Kankan bears, Chuang Chuang rat, rabbit, etc. Babe, etc., through the mouth by them brief language to guide students to think or activities and to give guidance about the relevant content, trying to guide children to direct dialogue with the objective facts in textbooks, dialogue and characters in the book, with the implicit emotional attitude and the values of dialogue, the concept of “innocence” and “childlike”, will help to stimulate children’s interest in learning and curiosity. Some materials relating to units used in the language expressed in the language of children, such as “My school friends,” “I was at home pistachio”, “learning is really interesting,” and so on, while also interspersed with some of the text content read catchy rhymes and children’s songs, such as the textbook for Jiangsu in the first year, “said lie, big harm, harm themselves, harm to home. Small to say the truth, honesty and children all
boast!”, the UNESCO edition first grade book Textbooks “Children, slippery slide, not the first, not mob, orderly, grinning.”, which is easy to accept the child the way the students were honest and friendly, comply with social norms education, entertaining, in line with cognitive development and psychological characteristics of children’s law, enhancing the effectiveness of moral education.

Set aside Room for Innovation of Teachers and Students

Select the entire contents of the textbook of life for the children of the world, rich subject matter, not the pursuit of the only answer or standard co conclusions, problems and solutions to the problem are the students left a space to think, help cultivate the spirit of exploration and innovation awareness of children. But also for the teachers leaving vast creative play space, it does not require teachers scripted or step by step teaching, and allows teachers to generate consistent theme of the actual situation, expand guidance, teacher mainly through indirect guidelines to achieve, so to create a good environment for the development of children’s curriculum subjectivity. Textbooks designed activity or theme, mostly needs of the child as a subject involved, and to their own “hands brains” do, to explore, to reach a conclusion. The learning process of children with “participation”, “investigation”, “experiment”, “explore”, “discuss On”, “service”, “discrimination”, “create”, “performance”, and other ways to feel, experience, and understand the process and expression, so that children’s learning is no longer simply rely on teachers to explain, but mainly Through its voluntary activity to achieve, establish a dominant position in the children’s learning. Textbook written this way for students to explore independently, changing cooperative learning, hands-on experience and other learning provided favorable conditions.

In favor of Teacher-Student Interaction

Morality and Life is an “activity type” courses, mainly in the children directly involved in the subject of activities, games and other practices as the expression vector, course objectives, mainly through a variety of teaching activities under the guidance of teachers to achieve, to become teaching and learning activities mediation, student experience in the activity and sentiment, get moral awareness, cultivate moral emotion, moral will hone and develop good moral habits. Textbooks are no longer presented a lot of knowledge for teachers to teach and select outstanding mobility, pay attention to the organic integration process activities and methods, knowledge and skills together to ensure that every child actively involved in activities and events content really develop. Textbooks can be presented in the form of pictures of the activities and games and activities, processes, activities designed to have fun and operability activities designed to interest children raised, and ready-made conclusions to guide children through their own activities rather than giving teachers to acquire knowledge, develop character, even the “sensible”, teachers are no longer required simply to teach, but to guide children in activities personally found that experience. Such as Zhejiang Education Edition “little theater”, “playground” of Jiangsu’s “sloppy Chuang Chi Gong,” “Traffic Safety chess” Wait, let students experience and insights in the process is full of joy and fun, so achieve curriculum goals.

Paid Attention to the Processes and Methods, Emotional Attitudes and Values into the Teaching Materials

The content of textbooks written in attention to processes and methods, attitudes and values into one, emphasized experience and perception, attention to children good character and behavior habits. Follow our “Citizen Morality” and “Foundation Education Curriculum Reform” in the spirit, adhere to the “development of students’ value orientation of modern education, the pursuit of the relevance and effectiveness of moral education, and strive to be the child’s emotions attitude, guiding values, thinking, exploration, culture and ability to judge human, social mastery of knowledge and other
organic combination. Morality and textbook of life for children and strive to become a direct dialogue with the text, to promote the development of children’s autonomy, attention to detail the lives of children, by directing language, action, thought to it, to promote their development, in presenting the case on the basis of activity, the direct experience of students, sensory experiences as an important curriculum resources. Textbooks creation of some specific real-life situations so that students in the activity, produce telepathy context, thereby generating curriculum objectives. Such as Hebei edition textbook Settings “my body,” a lesson, so that students know their bodies and know their role, be blind, deaf, arm and other experiences, so that children really know how to care of their body, how to care for and help people with disabilities, learn to care, learn to love, learn responsibility, in order to achieve “a responsible, loving life” curriculum goals.

References


