Consideration about Chinese Primary School Textbook "Moral and Life"

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Keywords: Consideration; Moral and Life; textbook

Abstract: Morality and Life curriculum materials prepared embodies the spirit of Foundation Education Curriculum Reform after all, "experiment" textbook, it is experiencing fully tested teaching practice, some of the problems also in the course of gradually stand out, so "moral and Life" textbook construction and development needs to continue to improve in practice. Consideration about Chinese primary school textbook "Moral and Life" is important and necessary, including materials prepared to pay more attention to regional and cultural differences; Scientific value orientation cannot be ignored; To reflect the new focus on the concept of curriculum evaluation; the preparation of textbooks should be conducive to change learning styles; Virtual stories and situations to be careful to use ;Textbooks should become dialogue text, rather than "Monologue" text.

Introduction

Morality and Life curriculum materials prepared embodies the spirit of the basic education curriculum reform to "Foundation Education Curriculum Reform (Trial)" as a guide to "full-time compulsory Morality and Life Course Criterion (tentative)" (hereinafter referred to as "standards") as the main basis for the preparation, follow the basic idea of this course: the" moral presence in the lives of children in the "concept" to guide children to love life, learning life is the core curriculum, "the concept of" cherished childhood life value, respect for the rights of the child "philosophy," the construction of meaning in the course of contact with children living in the world "philosophy. Although the implementation of the various versions of textbooks are to varying degrees in the preparation or on the concept of "Outline" and "standard" requirement, but they, after all, "experiment" textbook, it is experiencing fully tested teaching practice, some of the problems also in the course of gradually stand out, so "moral and Life" textbook construction and development needs to continue to improve in practice.

Materials Prepared to Pay More Attention to Regional and Cultural Differences

China has a vast number of nationalities, unbalanced regional development, with significant differences in economic conditions, natural conditions, cultural traditions, etc., level of education and students' needs also vary. From the geographical and economic development perspective, can be divided into coastal areas, the central region, the western region of the three under-developed regions, the regional economic differences in the degree of development led to the students' background knowledge different, and therefore prepared to adapt to this textbook Regional economic differences. From the cultural point of view, our country is multi-ethnic country, different ethnic groups of the nation's culture has a strong sense of identity and belonging, the preparation of textbooks also reflect the national character, to take care of national traditions and differences. Therefore, the preparation of textbooks from our national conditions, attention to student's cultural and economic background, fully consider cultural, educational status and different levels of economic, and teachers of child development, and fully reflect the geographical features and ethnic differences. Attention to each child a different personality, level of development, life experiences
and backgrounds, which is to ensure educational activities targeted and effectiveness of the premise and foundation, but also an important basis for the design of specific educational content.

Mr. Li Shulei Central Party School in Beijing to Fengning County survey found that in June 1999: Local Yanhua teacher to elementary school students to complete a "do not be deceived" (This text primarily to educate their children in front of strangers to raise vigilance and avoid being taken), the arrangement of such a homework: "Little Green one at home, a stranger knocked on the door, saying they had come to repair water pipes, so it plays to open the door when you encounter this situation you would. How do "Then Li Shulei reviews Road?"

This track is definitely a homework topic for urban life, because in a rural neighborhood close relationship, a stranger knocked on the door, unlike the city as dangerous under unit isolated state, are hospital say Fengning County area farmers with the draft pressurized water machine, at home there is no water available for repair. This question out to the village primary school students, is an example of embarrassment urban and rural areas under the existing educational system sharing teaching materials and textbooks again caused the city as standard.[2] After a lapse of several years, in the hope the new curriculum teaching material construction background no longer appear similar embarrassment, to fully consider the geographical and cultural differences.

**Scientific Value Orientation cannot be Ignored**

Morality and Life curriculum emphasizing moral culture at the same time return to the living world, we cannot ignore the existence of scientific value orientation, it should take into account the accuracy of knowledge, so that students under the guidance of teachers capable of intuitive and emotional knowledge to be systematized. Esteem of students with direct experience known American educator John Dewey once pointed out, the right materials, pay attention to the child's experience on the one hand, on the other hand do not allow "experience freedom and action surge", but the personal experience "primer broader scope to the future and more control of interest and purpose."[3] Science education is to impart scientific knowledge, develop scientific spirit, improve the scientific literacy-based education [4]. Science door is toward all those who love the open scientific career, regulations "Scientists of the Charter," the World Federation of Scientists, all children must be in front of the world have demonstrated the road leading scientists, to be expanded on the basis of scientific culture . For low-grade students, cultivate interest in learning and good study habits, learning to master the correct way to learn basic knowledge and skills are very important, and may affect a person's life. However, in low-grade student learning and life, also be included and other basic elements of scientific inquiry, practice and innovation, but its manifestations and high school students and adults are different. Therefore, the preparation of textbooks can not have any extreme tendency must play its proper value and role, can not appear biased, one must grasp the "degree", healthy and comprehensive development of any tendency to bias will affect a generation, it must be balanced in order to complement each other Do not reverse situation similar to "American Recovery Foundation Education" appears in a few years.

**To Reflect the New Focus on the Concept of Curriculum Evaluation**

Morality and textbook of life under the new curriculum ideas, though no longer the teachers and students, "the Bible," but it is still important curriculum resources for teachers to organize teaching activities and students' learning provides an example of guidance, and therefore Textbooks written in the new curriculum through evaluation concept has become an important curriculum resources. Course Evaluation character and life is the development of each student incentives, can encourage and guide students to learn, respect, appreciation, good at discovering in the activities, through self-assessment, peer assessment, teacher assessment, parent feedback, promote student emotion, attitude, behavior, the harmonious development of knowledge and skills. In textbooks provide students with sufficient choice and innovation in space, can promote students to reflect on their own learning, help students independence, autonomy, improve student learning enthusiasm and initiative, and to more clearly understand to their own strengths and weaknesses, to develop good habits and
learning to appreciate other people's advantages and strengths to help students more fully self-understanding, so as to realize their full development. At the same time be able to meet the needs of all types of students to receive encouragement, improve the effectiveness of education, really promote the development of students to achieve the "standard" in the proposed evaluation purposes, reflecting evaluate new curriculum ideas. For the first and second year students in the evaluation feedback to the attention of the students loved consider and comply with the form of student age characteristics, but still cannot ignore the student development goals, the blind pursuit of formal incentives, which would require a certain discipline in education Under the guidance of the teaching objectives, by evaluating the feedback and constantly promote the development of students.

The Preparation of Textbooks Should Be Conducive to Change Learning Styles

Morality and Life advocates student-centered experiential learning, inquiry-based learning and problem-solving learning, character and life as an event-based integrated curriculum, the curriculum requires students to choose material from real life, in the implementation of the curriculum encourages students carry out independent exploration and experience in curriculum design ideas to break the previous design, presented in a new way of learning resources, the objectives of this program are mostly reached in the lives of students under the guidance of teachers, textbooks and therefore enable students to truly become Subject learning activities. In experiential learning, inquiry-based learning and problem-solving learning as a basic way of learning, the group cooperative learning life lessons as the main character and form of organization. Transform learning is significant feature of the new round of curriculum reform, changing the original way of learning a single passive acceptance, establishment and formation aimed to fully mobilize and play to students' diverse learning, promote student under the guidance of teachers proactive, personalized learning, naturally become the core task of this reform. Inevitably change the way students learn and teachers are required to write a textbook teaching methods make the appropriate changes, advocate changing the way students learn, it is necessary to provide opportunities and guidance as possible, to determine if the content of the textbook is very convenient for students to use new learning, it will accelerate this shift.

Virtual Stories and Situations to Be Careful to Use

"Morality and Life" curriculum standards do not exclude virtual stories and virtual activities. On the one hand, some virtual story or activity is child's interest, on the other hand, some scenes, activities must be carried out by the virtual activities. This is not only because of limited educational conditions, and some virtual teaching activities in line with children's interests. But the virtual context must enter the child's feelings, must be suitable for the child's needs. Virtual story, character and life in virtual activities in preparation of textbooks should be used cautiously, heard a primary school teacher said the children after reading "The Raven and the Fox", most children do not use "tricky" to describe the fox, but praise him as smart. When the children read the peacock attract animal Yun Ju story, only that the beautiful only pleasing. A fictitious story should be able to tell their children a proper reason, a virtual context should be close to the children's real life, and make sure not only to stimulate student interest in learning more should enable students to receive ideological and moral education, or to obtain the corresponding revelation. VI Textbooks should become dialogue text, rather than "Monologue" text.

Changed the traditional "obedient type Reader", written in the textbooks always put children as protagonists, and children can design the character dialogue, through the mouth by them brief language guide children to think or activities around related content and give guidance, so that "textbooks for children" and "classroom of the child" to form a - Dialogue Relations "You and I" between the "you" is to stimulate children's willingness and its contacts, play a friend, children from textbook this "you" in the sense that there is a "me", textbooks for children and children in a classroom together to face and solve the growing problems and troubles, grow together and enjoy.
happiness. During a conversation, children text constantly classroom toward children, and made the issue one after another, in order to understand and answer these questions, it must be prepared to understand given textbook knowledge, but also must live on their own experience reflection and finishing. Through this dialogue, ideas and understanding of students with textbooks constantly ideas and knowledge integration, allowing students to construct their own understanding of the world.

References