

# An Analysis of the Content Selection Orientation of Chinese Course in Primary School\*

Dai Hanyang, Xiao Jumei  
Huzhou Normal University, Zhejiang, China

The content of Chinese course in primary school is an important means to achieve the goal of Chinese course. Its choice should take into account the level of students' physical and mental development and cognitive level, in line with the knowledge accepted by students at their age stage; keep pace with the times, change and update with the development of the times; penetrate moral values, create a good atmosphere; and adapt to students' life experience, and emphasize students activation; and so on.

*Keywords:* course content, primary school Chinese, choice orientation

## Introduction

The course content refers to the specific facts, ideas, principles, and problems of each discipline, as well as the methods to deal with these problems. One of the views widely accepted in today's society is the knowledge-based curriculum view, which advocates that "curriculum content is subject knowledge" (Wang, 2017). The primary education stage is the key period of life growth. As the learning object of students, the choice of primary school Chinese curriculum content should conform to the students' cognitive characteristics, keep pace with the times, infiltrate moral values, and adapt to students' life experience.

## Viewpoint

### The Choice of Course Content Should Accord With Students' Cognition

In the teaching process, the classroom order should be maintained by both teachers and students. As the main body of the classroom and the guide of the development of classroom activities, teachers should first consider the actual needs of students and the specific learning situation to select the course content. As some scholars have said, the curriculum content emphasizes that students should be the core, to give full play to students' subjectivity, and consider the students' physical and mental development level and cognitive level in the course content, and to be consistent with the knowledge students accept in their age stage. For example, when studying the article "Pony Crossing the River," the author uses personification rhetoric to personify the

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Dai Hanyang, Master student, School of Teacher Education, Huzhou Normal University.

Xiao Jumei, Dr., associate professor, Teacher Education College, Huzhou Normal University.

pony and the animals. Through the form of dialogue, the author vividly writes a pony that will not think independently when it comes to things. This is similar to the situation of students at ordinary times. When students encounter problems, they are likely to ask for help. They want to understand the situation first and think whether they can solve the problem. But in such a case, students often can only understand part of it, which leads to the final failure to have a perfect solution. The protagonist of “the pony crossing the river” is just such a situation, so students will feel particularly cordial when reading. The choice of the content of this article is that we should flexibly use our brain to solve problems. Only in this way, can we have a correct understanding and understanding of things. Through learning, students can understand the meaning of the text and realize that they must use their own brains to understand things. Primary school students can begin to acquire knowledge, understand, and apply it (Xia & Yang, 2017, p. 110). It can be seen that the setting of the course content is in line with the cognition of primary school students, and primary school students can understand and use knowledge in the teaching of course content.

### **Course Content Selection Should Keep Pace With the Times**

With the development of the society, the school should add the curriculum content which matches the curriculum objective and keeps pace with the times in the traditional subject curriculum content. The traditional courses may show us such courses as “Helping the Young Grow Up,” “Saving the Mother by Edison,” and so on. Although these courses also contain profound implications, they are separated from the experience of modern life. We may think today’s children who can go to school will still plant seedlings in the field? Is there still a situation like “unable to perform an operation due to lack of light”? This is obviously not in line with modern facts. Therefore, we should appropriately delete the curriculum content, which is out of touch with the needs of today’s society and students’ development, and change the traditional knowledge centered curriculum into the quality and skill centered curriculum. Therefore, teachers should not only clarify the teaching purpose of each course, but also make clear the educational purpose of each course, and encourage students to understand and analyze themselves boldly. As a teacher in the new era, while changing the traditional concept of “Teacher centered theory,” the content of curriculum teaching should also be changed. It is not advisable to simply teach the contents of textbooks. Teachers can teach students in combination with facts. In class, students should discuss and think together, instead of the teachers giving class to the students in a “traditional imperative” way. The way that teachers let students become the masters of the classroom not only refers to the teachers’ teaching methods to keep pace with the times, but also reflects that the curriculum content should keep pace with the times. However, keeping pace with the times does not neglect the inheritance of traditional culture from the curriculum content. We should continue to inherit and carry forward the excellent traditional culture. It can improve the students’ personality and moral cultivation, which is not only classic, but also indispensable in the course content.

### **Moral Values Should be Permeated in the Course Content Selection**

In order to do a good job in moral education and let primary school students receive good moral education, we must fully know and understand the social environment in which they grow up according to their physical and mental development characteristics, and carry out ideological and moral education in a targeted way. In such a rapid growth stage, ideological and moral education is very significant. If we do not pay attention to the cultivation of children’s moral quality in school education, they may become harmful factors in society and stand opposite to the people. Therefore, the teaching of students’ ideology and morality should start from

childhood, and the content of this course should be paid attention to from the primary school stage, so as to create a good atmosphere in the school. As the core of school education, curriculum must reflect certain value orientation and moral requirements (Wang, 2017). At the primary school stage, students' thoughts have not been infected. In this period, students are most likely to accept healthy and advanced ideological and moral concepts, which is also the key period for the formation of their correct three outlooks. As the guide of students' life, teachers should not only impart students' knowledge, but also infiltrate the correct values and moral education into the curriculum knowledge. Teachers should help students establish and cultivate socialist core values, and strive to cultivate students to become qualified citizens. Primary school curriculum should be permeated with the moral and ethical spirit of justice, selflessness, and love and social dedication, so as to provide a good cultural atmosphere for primary school students. Take the lesson "Little Fox Selling Air" as an example. The text tells about a little fox going to see a doctor because of his voice problem. It is found that the main reason is that the air is not fresh. So, it brought fresh air to the city, and let the mayor lead the people together to harness the environment. This text expounds the concept of environmental protection, teachers can start from the content of the article to stimulate students' demand for fresh air and let students know that environmental protection is everyone's moral obligation. Teachers make students understand the correct moral values and learn to care about our living environment in the process of learning articles.

### **Course Content Selection Should Adapt to Students' Life Experience**

Curriculum content is a part of school education, to a large extent, teachers teach students rigid textbook knowledge, rather than life experience. Huang Wuxiong, the author of "School is out of the Window," believes that "the biggest drawback of school education is a set of formulas" (2009, p. 17). This is indeed a fact and reflects the serious problems in schools. Modern school education emphasizes knowledge rather than experience. In the process of learning, students always memorize by rote, and they will not make adaptations by drawing inferences from one instance. At ordinary times, they are busy memorizing formulas and sets of formulas. When they come to the examination, their first reaction is to set formulas. In the course education of modern society, in order to let students understand a topic more quickly and pursue efficiency, what teachers teach them is how to do this topic, how to apply this formula in similar topics in the future, and how to apply this method, instead of teaching students how to find this method and how to calculate the solution. Although it is more practical to teach students the method than to tell students the answer directly, the way to let students go further is to let them think and accumulate experience by themselves. Thinking by oneself, drawing inferences from one instance, and accumulating experience in doing problems are far more realistic than a set of formulas. When they go to school, the curriculum education that the school brings to students makes them form rigid habits. They cannot think and have their own ideas and wisdom, so they cannot use their own experience to solve the practical problems they encounter.

The content of the course should focus on students' practical experience, rather than merely confine students to books and grades. Obviously, knowledge is not only a set of courses in books, not only the symbols in textbooks, but also life experience. For example, in the text "Folk Houses With Different Characteristics," the content of the text is to introduce the folk houses in different places to the readers and introduce their different characteristics. Therefore, it is difficult for students to understand the language. Can the students really understand the text after class? Students usually study in the school rarely have time to go out to see the scenery of their own characteristics, so the knowledge that the teacher imparts to the students is just the

knowledge in the textbook. To a certain extent, it is a forced infusion of knowledge. The best way is to let students experience the real residential in life, so that they can have resonance with this text. Dewey said, "There is always a danger that the symbols we use are not really representative; that the language medium representing things cannot evoke things that are not present and distant into the present experience, but symbols themselves will become ends" (1990, p. 181). This is the result of curriculum content divorced from life experience. It can be seen that if the content of the course is to be understood or accepted by students, it must be connected with students' life experience, and cannot be divorced from reality. That is, education should not be divorced from life (Liu, 2011, p. 35). If students do not understand the real connotation of the course content, it will only lead to "devouring knowledge alive." From the perspective of the current primary education curriculum, people have begun to pay attention to the close relationship between the curriculum content and students' life and experience. They not only emphasize the life style in the curriculum content of various subjects, but also specially set up the comprehensive practical activity curriculum, which directly leads to the activity theme from the students' life.

### Conclusion

In a word, the choice orientation and principle of primary school Chinese curriculum content is far more than these. What the author said is to take students as the main body, to keep pace with the times, to infiltrate values and moral education, to adapt to the contemporary social life experience, which is only based on the author's life experience. Nowadays, the choice of primary school Chinese curriculum content has an important impact on students, so we should think twice before we act.

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