

Research on the Current Situation and Countermeasures of School-based Curriculum Development on Dong Cultural Confidence : A Case Study of Jiangchuan Primary School in Guyi Town, Sanjiang, Guangxi

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Abstract: The development of school-based curriculum of ethnic culture is an important part of the cultural construction of ethnic schools, which aims at cultivating ethnic minority students' self-confidence in ethnic culture. The research team conducted a survey on the current situation of school-based curriculum development in ethnic areas, and established Jiangchuan Primary School in Guyi Town, Sanjiang Dong Autonomous County, Liuzhou City, Guangxi Zhuang Autonomous Region, as the research base for the study. According to surveys and research, Jiangchuan Primary School in Guyi Town is located in the autonomous county with the largest Dong population in China. The school-based curriculum development defines the objectives of the school-based curriculum centered on minority students, integrates the content of the school-based curriculum oriented on Dong cultural resources, and promotes the organization and implementation of the school-based curriculum with competence as the core, forming a school-based curriculum system with unique Dong characteristics, but there are certain problems in the school-based curriculum development of Jiangchuan Primary School. Therefore, based on the content of the 20th National Congress of the Party, the team proposed to Jiangchuan Primary School to establish a new education concept, select local resources for the curriculum, and promote talents in the faculty, so as to integrate the advanced socialist culture with the development of school-based curriculum, and promote the high-quality development of schools in Dong areas.

Keywords: School-based curriculum, Dong minority, culture self-confidence

1. Introduction

Sanjiang Guyi Town Jiangchuan Primary School is located in Sanjiang Dong Autonomous County in Liuzhou City, Guangxi Zhuang Autonomous Region, which is one of the seven Dong autonomous counties with the largest Dong population. In 2012, the population of Sanjiang Dong Autonomous County was 367,707, of which 57% were Dong. There are Dong, Han, Miao, Yao, Zhuang and other ethnic groups. The Dong minority is one of the 56 ethnic groups of the Chinese nation with a long history and profound cultural heritage. The cultural elements of Dong are rich and colorful, involving various art forms and contents such as music, art, dance, costumes, food and festivals. Education is an important carrier of cultural inheritance and plays a vital role in the inheritance and protection of national culture. The Dong culture contains a lot of positive and excellent spiritual values, which can produce many positive value orientation for contemporary students, which is of great significance for their growth and development.

Dong minority excellent traditional culture and the construction of school cultural spirit organic integration, to promote the construction of school culture. School education is the most important means to pass on cultural knowledge. Through the field investigation of Jiangchuan Primary School, it can be seen that although there are some problems in the development of school-based curriculum in Jiangchuan Primary School, it is generally conducive to the inheritance and protection of local ethnic culture. Combining theory and practice, the significance of this paper is to allow minority cultures to be introduced into schools, relying on the means of school education to pass on and protect the ethnic culture.

2. The Existing Results of the Development of the School-based Curriculum with Cultural Confidence in Dong

2.1. School-based Curriculum Objectives Clarified by Centering on Minority Students

Jiangchuan Primary School, for example, is located in Sanjiang County of Dong Autonomous Region in Liuzhou, Guangxi Zhuang Autonomous Region, where most of the students are from the Dong ethnic group and a few are from the Miao and Yao ethnic groups. Therefore, Jiangchuan Primary School has established a school-based curriculum with a clear objective centered on minority students. Jiangchuan Primary School offers Dong farmer painting, calligraphy classes and dance classes for grades 1 to 3, and Dong Grand Chorus classes, pipa classes and football classes for grades 3 to 6, forming a “ethnic culture into the school atmosphere” and providing students with a diversified platform for personality development.

2.2. School-based Curriculum Content Integrated with Dong Cultural Resources Orientation

Course content refers to a variety of direct and indirect experiences that are purposefully selected according to the course objectives. The cultural knowledge system used to form the school curriculum is the main part of the curriculum.

Sanjiang Dong Autonomous County is the county with the largest Dong population in China. There are no less than 100 festivals of various kinds for the Dong people throughout the year, and in the Dong region of southeast Guizhou alone, there are 84 festivals of various kinds throughout the year. There are festivals celebrated by the whole nation, and there are festivals for a village and a family. Teachers should make proper use of external resources and introduce relevant books, stories and so on to students in the course. There are also the Congjiang Dong Song Festival, which is known as “the original ecological sound of nature going out of the country”, the landmark buildings of the Dong Village - drum tower, stilt tower, and exquisite and practical Dong costumes and so on. Jiangchuan Primary School has developed the school-based curriculum well in combination with the local culture and integrated the content of the school-based curriculum guided by the cultural resources of Dong. So far, the school has developed “the combination of Dong peasant Painting and children’s science fiction painting” and “Dong folk song and Lusheng Dance” school-based curriculum resources, and has also set up diversified and nationalized campus interest classes - Dong peasant painting, football, Dong folk song, dance, Dong pipa, Dong flute, Dong embroidery, maker, calligraphy and other 21 interest classes.

2.3. School-based Curriculum Organization and Implementation with Competency-based Promotion

In 2018, the General Secretary Xi Jinping proposed at the National Education Congress to “strive to build an education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics and labor.” The China Education Modernization 2035, released in 2019, further proposed to “pay more attention to all-round development, vigorously develop quality education and promote the organic integration of moral, intellectual, physical, aesthetic and labor education.” In the form of the curriculum, there are systematic studies for the main subjects and supplementary subjects for the development of the students’ skills and specialties, so that every student in Jiangchuan Primary School can get a full development of moral, intellectual, physical, aesthetic and laborious skills.^[1] From the overall point of view, the development of school-based curriculum is more inclined to art, physical and aesthetic education, focusing on improving the social responsibility, innovative spirit and practical ability of the relocated students, so that students can constantly break through themselves in practice. It not only improves students’ moral character, organization and coordination ability and aesthetic ability, but also promotes the development of students’ personality.

3. The Existing Problems in the Development of School-based Curriculum in Schools with Cultural Confidence in Dong Culture

3.1. The Students’ Parents Traditional Education Concepts are not Up-to-date

Jiangchuan Primary School was founded in July 2018 and officially enrolled in 2019 and it has been 4 years since its school-based curriculum was developed late and in a rather short period of time. Part of the reason for the difficulties in the development of school-based curriculum is that some local students’ parents do not encourage their children to actively participate in extracurricular activities, believing that

students should concentrate on their main subject. Some parents even think that extracurricular practice and learning hobbies are a waste of time. This reflects that some parents' education concept is still relatively traditional, and they do not realize the importance of the comprehensive development of children's morality, intelligence, physical beauty and labor.

3.2. Insufficient Use of Curriculum Resources and Unscientific Content Arrangement

Curriculum resources include internal resources and external resources. Through field investigation, it was found that the art class format in Jiangchuan Primary School was still limited to textbooks and the traditional teaching mode of chalk and books, which led to the narrowing of curriculum resources. Reasonable use of off-campus resources, in the course should be introduced to students related books, stories and so on. More story driven texts can also give students the opportunity to act out.^[2]

Sometimes the course arrangement is mere form, the surface is too substantial, can not guarantee the normal teaching.^[3]

3.3. Inadequate Development of Dong Cultural Campus Activities

The inadequate development of Dong culture campus activities is reflected in the following aspects.

3.3.1. Inadequate Publicity and Promotion

The publicity and promotion of Dong culture campus activities are inadequate, and lack broad dissemination channels and strategies. Schools and relevant organizations should strengthen the publicity of Dong culture and publicize the unique charm and significance of Dong culture to all students through campus radio, school newspaper, social media and other channels.

3.3.2. Inadequate Resource Support

Dong culture campus activities encountered the problem of insufficient resources such as funds, venues and equipment. Schools should increase their financial investment in Dong culture activities and provide necessary financial support for the activities. At the same time, the school should strive for more venues and equipment resources to provide a better display and exchange platform for Dong cultural campus activities.

3.3.3. Inadequate Engagement

Students' participation in campus activities of Dong culture is not high enough, and it lacks continuity and universality. Schools can enhance students' interest in and understanding of Dong culture and encourage them to actively participate in relevant activities by offering courses on Dong culture, holding thematic lectures and symposiums.

3.3.4. Inadequate Innovativeness

The content of Dong cultural campus activities is relatively simple and lacks innovation and diversity. Schools should encourage students and relevant organizations to innovate activities, such as holding Dong culture and art exhibitions, performances, competitions, etc., to attract more students to participate, while providing a stage for displaying Dong culture.

3.3.5. Unsupportive Educational Environment

The educational environment of the school is not enough to support the activities of Dong culture on campus, and it lacks the support of relevant policies and systems. Schools should strengthen policy advocacy and support for Dong culture activities on campus, establish relevant systems, and provide a strong guarantee for the inheritance and development of Dong culture. Meanwhile, it cultivates teachers and students' sense of identity and pride in Dong culture, and encourages them to take the initiative to participate in and promote related activities.

To sum up, the problems of insufficient development of Dong cultural campus activities are mainly reflected in the aspects of insufficient publicity and promotion, insufficient resource support, low participation, lack of innovation and unsupportive education environment. Dong culture can be promoted and developed on campuses by strengthening publicity and promotion, increasing resource support, enhancing student participation, focusing on innovativeness and improving the educational environment, so that more students can understand, love and pass on the Dong culture.

4. Suggestions for the Development of School-Based Curriculum on Dong Cultural Confidence

4.1. *Breaking with the Old in terms of Educational Concepts*

In order to break down parents' denial of something new, schools can take the following steps:

4.1.1. *Home-School Cooperation*

The school establishes an active communication and cooperation mechanism with parents, organizing regular parent meetings and symposiums to introduce to parents the importance of Dong culture and the content of the relevant school curriculum. Through interactive communication with parents, we answer their doubts and concerns and help them understand the significance of Dong culture for students.

4.1.2. *Dissemination and Explanation*

Schools can actively carry out publicity and explanation of Dong culture, and convey information about Dong culture to parents through channels such as campus radio, bulletin boards and school websites. At the same time, they can organize students to participate in Dong culture exhibitions and performances, so that parents can witness the students' achievements in the field of Dong culture and enhance their identification with and support for Dong culture.

4.1.3. *Hands-on Activities*

Schools can organize parents to participate in hands-on activities of Dong culture, such as visiting Dong villages, experiencing traditional handicraft production and tasting traditional Dong food. Through hands-on experience, parents can feel the charm of Dong culture and increase their recognition and understanding of Dong culture.

Schools can actively guide parents to break the denial of Dong culture and increase their level of recognition and support of Dong culture through the above measures. Parents' understanding and support will provide important support and guarantee for the school to carry out the school-based curriculum of Dong culture and promote the inheritance and development of Dong culture.

4.2. *Localization of Curriculum Resources*

To localized in terms of curriculum resources, schools can take the following steps.

4.2.1. *Linkage between Local Government Agencies and Dong Culture Preservation Organizations*

Cooperation with governmental organizations can obtain more support and resources, such as expert guidance and financial support.^[4] Cooperation with Dong cultural preservation organizations can obtain more Dong cultural materials and artifacts, providing students with more depth and breadth of learning resources.

4.2.2. *Organize Students Visit to Dong Cultural Sites, Museums and Exhibitions*

Schools can organize students to visit local Dong cultural sites, museums, exhibitions and other places. Students can experience the charms of Dong culture and learn about the history, traditions and development of Dong culture through the on-site visit. Students can observe the process of making traditional handicrafts and participate in traditional cultural activities to gain a deeper understanding of the connotations and characteristics of Dong culture.

4.2.3. *Incorporating Local Dong Cultural Elements*

Schools can integrate local Dong cultural elements into the design of teaching materials and curricula. It is beneficial for students to get closer to their real life and enhance their sense of identity with Dong culture by quoting the local folk tales, traditional festivals, music and dance, and other elements. Meanwhile, schools can invite local Dong cultural inheritors and artists to give lectures and demonstrations for students, so that they can experience and learn the essence of Dong culture first-hand.

Through the linkage with local government agencies and Dong cultural preservation organizations, schools can make full use of local resources to broaden students' horizons and let them experience the charm of Dong culture first-hand. Incorporating local Dong cultural elements into the design of teaching materials and curricula can bring students closer to real life and enhance their sense of identity and pride in Dong culture. Such measures help to promote the inheritance and development of Dong culture and cultivate students' interest in and love for Dong culture.

4.3. Promoting of Talents in the Professionalism of Teachers

In order to promote excellence in the teaching force, schools can take the following measures.

4.3.1. Fostering Core Faculty

Schools should focus on training teachers with in-depth knowledge and research on Dong culture. This can be done by providing professional training and dispatching teachers to participate in academic research to improve their professionalism and ability to pass on the Dong culture. In addition, schools can establish Dong culture research posts to attract professionals with relevant research backgrounds and experience to join the faculty.

4.3.2. Strengthening Cooperation and Exchanges

Schools can strengthen cooperation and exchanges with universities, research institutes and other relevant organizations. Schools can also work with colleges and universities to invite experts for regular training to provide guidance on the latest research findings and teaching methods. It can also collaborate with research institutes to share research resources, conduct in-depth academic research, and provide teachers with more professional support and guidance.

4.3.3. Provision of Specialized Training

Schools can organize special training courses or seminars and invite experts to provide teachers with specialized knowledge and teaching methodology training on Dong culture. The training sessions may cover Dong culture's history, art, music, and dance, as well as methods and techniques for integrating this knowledge into teaching. Teachers can continuously improve their teaching skills and ability to pass on Dong culture through the training.

By cultivating core teachers, strengthening cooperation and exchanges, and providing professional training, the school can improve teachers' understanding and research of Dong culture so that they can better carry out related courses. The improvement of teachers' professionalism and inheritance ability will stimulate students' interest in and love for Dong culture, and promote the inheritance and development of Dong culture.

5. Conclusion

The development of school-based curriculum is an important part of the school's cultural construction and an important part of the school's construction, which implements and practices the concept of all-round education. The term "cultural self-consciousness" was put forward by Mr. Fei Xiaotong, a famous sociologist, aiming at the fact that a nation or an individual who owns a culture has a self-consciousness of his own culture, and is able to see the advantages and disadvantages of his own culture and improve it. The school-based development of Dong culture should be adapted to local conditions, tailored to the needs of students, and develop and practice culturally nurturing curriculum. The Dong culture confidence of students is gradually cultivated throughout the practice process, and the traditional culture of the Dong people is allowed to connect urban and rural areas, communities, homes schools and other educational communities in a diversified and open cultural environment, leading to the construction of Dong regional teams and promoting the high-quality development of rural school education in the Dong region.

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