

Research on the Integration of Theme Education into Curriculum Teaching Practice under the Background of the New Curriculum Standards

Jia Yingling*, Zheng Lanlan, Zuo Linjie, Ge Chunxue, Wang Tingting, Liu Lihua

Daxin Town Xinbei Primary School, Fugou, Zhoukou, Henan, China

**Corresponding Author*

Abstract: The integration of major theme education into the curriculum is a strategic decision to cultivate new talents of the times, and has become an important principle for the revision of the new curriculum elements and curriculum standards in compulsory education. The value demands of integrating major theme education into the curriculum are to implement the fundamental requirements of Bacon's soul casting, respond to the important concerns of the development of the times, and play a key role in curriculum education. However, the integration of major theme education into the curriculum still faces challenges in terms of concepts, methods, and practices. Therefore, promoting practical research on the integration of major theme education into the curriculum can reflect the systematization of selection in comprehensive coverage of multiple themes, highlight the scientificity of organization in three-dimensional presentation of vertical and horizontal correlations, continuously improve the effectiveness of integrating major theme education into the curriculum, and promote the sublimation of the educational value of the curriculum.

Keywords: New Curriculum Standards; Theme Education; Teaching Practice

1. Introduction

The fundamental issue of education is what kind of people to cultivate, how to cultivate them, and for whom to cultivate them. To solve this problem, we need to coordinate planning and top-level design, as well as solidify the carrier and focus on grounded practice. Since the 18th National Congress of the Communist Party of China clearly proposed the fundamental task of education to cultivate moral character, research on the theoretical interpretation and practical

implementation of moral character cultivation has become increasingly rich, and each has answered the fundamental question of education to a certain extent from a certain perspective.

The role of curriculum as an important carrier of education is becoming increasingly prominent, and the most basic basis for realizing the value of curriculum education is the content of the curriculum. Therefore, integrating major theme education into the curriculum and enhancing the ideological nature of the curriculum has become an important revision principle of the Compulsory Education Curriculum Plan (2022 Edition). The integration of the value demands, assessment of practical challenges, and exploration of practical paths in the major theme education of deep human understanding is an inevitable idea to implement the spirit and essence of the new curriculum plan and curriculum standards. It can be said that integrating major theme education into curriculum for curriculum content reconstruction is a profound and forward-looking approach to curriculum reform based on the present and future.

2. The Realistic Challenges of Integrating Major Theme Education into Curriculum

2.1 Clarification of Conceptual Pre Integration Understanding Is Urgently Needed

Understanding is the precursor to action, and accurate understanding directly affects the process and effectiveness of practice. In this sense, the integration of major theme education into the curriculum first needs to solve the problem of cognitive level, that is, to answer why it is necessary to clearly propose the era proposition of integrating major theme education into the curriculum. As a key influencing factor in the practice and realization of curriculum value, how primary and secondary school

teachers understand the importance of integrating major theme education into the curriculum will inevitably affect the achievement of major theme education goals.

In order to understand the basic understanding of why major theme education is integrated into the curriculum among primary and secondary school teachers, we conducted relevant interviews and sorted out the possible problems in their understanding, mainly focusing on the following aspects: firstly, we believe that the integration of major theme education into the curriculum is the responsibility of the education administration department. Many teachers believe that integrating major theme education into the curriculum is a question that education administrative departments should consider, and they are not clear about the basic scope and meaning of major theme education. Secondly, it is believed that the integration of major thematic education into the curriculum has no special significance. Some teachers believe that integrating major theme education into the curriculum is actually about educating values through the curriculum, and this has always been the value responsibility of the curriculum. Now, it is clearly stated that it only strengthens and has no special significance. Thirdly, it is believed that integrating major thematic education into the curriculum is difficult to handle the relationship between knowledge transmission and moral education. Some teachers believe that integrating major theme education into the curriculum makes all knowledge transmission seem to reflect the shadow of moral education, especially for some mathematical and physics courses, how to integrate major theme education is relatively difficult. Even in cultural and historical courses, the emphasis on major thematic education has further highlighted the two fold phenomenon of knowledge transmission and moral education. Undoubtedly, these understandings reflect that frontline teachers still have a simple understanding of the strategic decision to integrate major theme education into the curriculum, with some biases and even errors. Fortunately, this is their true voice. This is undoubtedly an important reference for us to explain why major theme education should be integrated into the curriculum.

2.2 The Strategy of Integrating Methods Urgently Needs to Be Distinguished

The key to organically integrating major theme education into the curriculum is to solve the problem of how to integrate, that is, how to do it is called integration. This is not only an epistemological problem, but also a methodological problem. In this sense, currently exploring the integration of major theme education into curriculum requires special attention to two basic dimensions: first, the characteristics and attributes of major theme education itself; The second is the inherent correlation between major thematic education and curriculum content.

In recent years, although relevant departments have successively issued a series of notices on the integration of major theme education into curriculum textbooks, and the 2022 version of the new curriculum plan and curriculum standards has clearly proposed the overall direction of integrating major theme education into the curriculum, in reality, there may still be challenges such as understanding the goals of integrating major theme education into curriculum content, grasping the scale of integrating major theme education into curriculum content, implementing difficulties in integrating major theme education into curriculum content, and evaluating the integration of major theme education into curriculum content. These are not only practical challenges facing curriculum theory researchers, but also issues that frontline teachers urgently need to clarify. For example, the curriculum content section of the Chinese Language Curriculum Standards for Compulsory Education (2022 Edition) specifically explains how to integrate excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture into the Chinese language curriculum content. For example, the curriculum content section of the "Curriculum Standards for Moral and Legal Education in Compulsory Education (2022 Edition)" clearly states that "with moral and legal education as the framework, it is organically integrated into national security education, life safety and health education, labor education, as well as information literacy education, financial literacy education, and other related themes, to strengthen traditional virtues, revolutionary traditions, and legal education of the Chinese nation." These provisions clarify the main tasks of major theme education undertaken by different curriculum contents, providing a basic

idea for the integration of major theme education with specific subject curriculum content. However, the integration of major theme education into curriculum involves integrating all courses, and whether it truly aligns with the characteristics of the subject, and precisely leverages the unique value of different subject courses in major theme education. This remains a persistent challenge that needs to be explored at the methodological level in the integration of major theme education into curriculum.

The integration of major theme education into curriculum content requires a deep understanding of the connotation of "integration" at the methodological level. Unlike "adding", "mixing", "blocking", "planting", "releasing", etc., "integration" fundamentally depends on the degree of internal consistency. In terms of integrating major theme education into curriculum content, it is particularly important to find the entry point for integration through the analysis and construction of the deep relationship between subject curriculum content and major theme education. Therefore, organic integration is the best choice for implementing major theme education. The kind of mechanical approach that seems to integrate everything with great fanfare is actually difficult to truly achieve the long-term goals of major theme education, and of course, it is also not conducive to the deepening implementation of the fundamental task of moral education.

2.3 Consciousness is Urgently Needed in Practical Integrated Teaching

The ultimate realization of the value of integrating major theme education into the curriculum cannot be achieved without teaching, which is the key link that enables major theme education to turn possible value into practical value through the curriculum. In this sense, exploring the integration of major theme education into the curriculum also requires considering the dimensions of how to teach, that is, thinking about the basic issues of integration goals, content, implementation, and evaluation from a teaching perspective. Therefore, curriculum teaching that integrates major theme education should not only follow the basic logic of teaching, but also consider the special significance of major theme education itself. This is also a practical challenge that the integration of major theme education into curriculum brings to teaching. The integration of

major theme education into curriculum teaching poses many new challenges to traditional subject teaching, including at least the following aspects: first, how to handle the relationship between subject and value in teaching well when integrating major theme education into curriculum. Undoubtedly, the integration of major theme education into curriculum teaching should first adhere to the basic position of the discipline, that is, to maintain the flavor of the discipline itself, truly reflect the education of the discipline. "Among them, the core values, thinking methods, learning strategies and methods of the discipline are particularly prominent," and teaching should not be tarnished by the integration of major themes. However, how to reflect both disciplinary flavor and value is a difficult scale to grasp, which requires continuous reflection and summary in practice. The second is how to handle the relationship between presupposition and generation when integrating major theme education into curriculum teaching. Pre setting and generation are a fundamental relationship in the teaching process. The integration of major theme education into curriculum teaching may make the generation of teaching more diverse due to the complexity and multiple values of major themes themselves. Will this affect the achievement of teaching pre setting goals and pose serious challenges to teachers. The third is what teaching methods should be chosen for integrating major theme education into curriculum teaching. Only with feasible methods can major theme education not only be integrated into the curriculum content in a tangible form, but also truly reach the depths of students' hearts and become a fertile ground for the formation of their values. But what kind of methods are appropriate and effective for integrating major theme education into curriculum teaching may require continuous exploration.

3. The Practical Path of Integrating Major Theme Education into Curriculum

The integration of major theme education into curriculum should consider the entire process of integration before, during, and after integration, making integration a dynamic process of practice. In this process, it is necessary to strengthen the systematic selection of content, focus on the scientific organization of content, and improve the vividness of content practice.

Ultimately, starting from the objective requirements of scientific education, the question of what kind of person to cultivate should be placed at the center of curriculum design. Through careful design, the basic qualities of learners can be comprehensively and uniquely developed. Only in this way can the integration of major theme education into curriculum be effective.

3.1 Systematically Selecting Multiple Thematic Educational Content

The integration of major theme education into curriculum is a systematic project. This system is reflected on the one hand in the systematicity of the major themes themselves, and on the other hand in the systematicity of the optional content of integrating major theme education into the curriculum. In the 2022 version of the compulsory education curriculum plan and various subject curriculum standards, it is explicitly stated that major theme education should be organically integrated into the curriculum to enhance the ideological content of the curriculum. This is the new concept of the curriculum plan and standards, and the key lies in how to truly organically integrate this series of major theme education into specific subject courses, which requires a systematic thinking approach for overall consideration. In fact, relevant departments have issued multiple guidelines for incorporating major theme education into curriculum textbooks, systematically planning the path of how major theme education can be integrated into the curriculum as a whole.

In short, the integration of major theme education into the curriculum should adhere to the principle of systematic selection, following the inherent logic and characteristic attributes of major theme education itself, as well as considering the characteristics of disciplines, coordinating design, and each with its own emphasis, in order to promote the comprehensive deepening of the integration of major theme education into the curriculum.

3.2 Scientific Organization of Theme Education Content

The integration of major theme education into curriculum should not only consider the internal structure of the content of major theme education itself, but also cannot dismember the basic structure of the original curriculum. This

integration should be based on compatibility and present a harmonious structured relationship. It is obvious that this structured relationship requires scientific organization of major thematic education content integrated into curriculum content and subject curriculum content integrated with major thematic education. This requires us to understand the essence of integrating major theme education into the curriculum in the 2022 version of the compulsory education curriculum plan and various subject curriculum standards, based on in-depth research on the series of guidelines for integrating major theme education into curriculum textbooks.

In the relevant documents of integrating major theme education into curriculum textbooks, it is clear to see the vertical and horizontal structural system of integrating major theme education into the curriculum, as well as the three-dimensional path of integrating major theme education into the curriculum. Specifically, the vertical structure is mainly reflected in the design of connectivity at the stage level. For example, the "Guidelines for Introducing Excellent Traditional Chinese Culture into Primary and Secondary School Curriculum Textbooks" issued by the Ministry of Education clearly states the requirements for each stage of education: in primary school, the focus is on cultivating students' familiarity and sensitivity to excellent traditional Chinese culture; In junior high school, the focus is on enhancing students' understanding of excellent traditional Chinese culture.

Overall, in order to improve the quality of content in the integration of major theme education into courses, the key lies in optimizing the organizational structure of course content. "The knowledge structure of each stage and subject should be scientifically set according to the principles of gradual progress, from shallow to deep, and organic connection, to ensure the vertical connection of teaching content in different stages and the horizontal coordination of teaching content in various courses." For example, the integration of excellent traditional Chinese culture has different requirements for each stage and subject. "It is necessary to determine the category dimension of excellent traditional cultural content for each subject to be integrated into the curriculum textbooks based on the characteristics of each subject, ensuring that the content of excellent traditional Chinese

culture is accurately and systematically integrated into the curriculum textbooks of each subject.". From the perspective of the major theme education entering the curriculum textbook guide and the 2022 version of compulsory education curriculum standards for various disciplines, the optimization of this relationship is mainly based on the vertical learning stages and horizontal subject connections, forming a vertically and horizontally interwoven structural grid.

3.3 Vivid Theme Education Teaching Practice

The school curriculum system should guide students to generate value understanding and recognition through value acquisition, and to appreciate and inherit value through value practice. This indicates that school curriculum practice is a valuable practice. The integration of major theme education into the curriculum is a strategic decision to cultivate new talents with ideals, abilities, and responsibilities in the great rejuvenation of the Chinese nation. To promote the value practice of major theme education, in addition to doing a good job in the top-level design of integrating major theme education into the curriculum, efforts should also be made to explore the teaching transformation of integrating major theme education into the curriculum content, so as to continuously demonstrate the value of the curriculum in the value practice of students. In a sense, only by echoing certain teaching practices can the value of integrating major theme education into the curriculum truly be implemented in the cultivation of new talents in the era. But what kind of teaching practice is suitable for major theme education still needs to be further explored. Of course, the guidelines for introducing major theme education into curriculum textbooks and the expressions of teaching suggestions in various subject curriculum standards will provide us with some inspiration.

For example, the "New Era Chinese Characteristics Socialism Thought into Curriculum Textbook Guide" proposes relevant teaching requirements in different paragraphs: in primary school, mainly through storytelling and descriptive language, using vivid, concrete, and intuitive methods, emphasizing experiential education; In junior high school, students are mainly guided to engage in preliminary rational thinking through specific facts, vivid cases, life

experiences, and basic concepts. It can be seen that the relevant requirements in the new curriculum plan and curriculum standards are actually aimed at establishing a new type of practical education method, which points out the direction of teaching practice based on the new curriculum standards and provides ideas on how to promote teaching reform after integrating major theme education into the curriculum.

In addition, the "Guidelines for the Curriculum and Textbooks of Chinese Excellent Traditional Culture in Primary and Secondary Schools" also proposes to "strive to be close to the actual life, learning, and thinking of students, determine educational goals and specific learning content and carrier forms for different age groups, distinguish levels and highlight key points, reflect learning progress, and the content and form are appropriate and the capacity is moderate." The "Guidelines for the Curriculum and Textbooks of Revolutionary Traditional Culture in Primary and Secondary Schools" also proposes corresponding educational content, specific requirements, and presentation methods based on the knowledge structure, cognitive characteristics, and practical life of students at different age groups, and reflect a certain degree of advancement. The "Guidelines for National Security Education in Primary, Secondary and Primary Schools" also has relevant requirements, "closely linking with the actual situation of students, closely adapting to the world, national conditions, and social conditions, and adapting to different professional fields of disciplines." Combining knowledge learning with practical activities, combining school education with social education, enhancing scientificity and suitability with the characteristics of different types of education, making it vivid, easy to accept, and enhancing the effectiveness of education.

Overall, the requirements in these guidelines are not only the principle requirements for integrating major theme education into the curriculum, but also the action guidelines for how to carry out teaching practice in integrating major theme education into the curriculum. Consistent with this, the 2022 version of the compulsory education curriculum plan and various subject curriculum standards also propose the concept of education and teaching that conforms to major themes. For example, the "Compulsory Education Curriculum Plan (2022 Edition)" clearly proposes to strengthen subject

practice, "strengthen the connection between knowledge learning and student experience, real life, and social practice", "pay attention to the organic integration of knowledge learning and value education, and unleash the multifaceted educational value of each teaching activity.". The "Teaching Suggestions" section of the "Chinese Language Curriculum Standards for Compulsory Education (2022 Edition)" also proposes to "clearly and clearly reflect the educational philosophy of teaching objectives" and "establish a connection between Chinese language learning, social life, and student experience".

Through the above analysis, we can draw a basic understanding that the integration of major theme education into curriculum teaching places more emphasis on situational and practical aspects, as well as on the connection with real social life and student life world, ultimately promoting more vivid, vivid, and tangible teaching practices. In other words, the improvement of the practical effectiveness of integrating major theme education into the curriculum is to continuously close the deep connection between the major theme itself and the inner emotions, experiences, values, etc. of students, so as to truly cultivate the soul and educate people. This is actually a new demand for integrating major theme education into the curriculum for teaching, and also the significance of promoting major theme education itself.

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