

# Practical Research on the Fusion of Classical Culture and Curriculum Construction

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## Abstract

Curriculum is the main channel of the implementing cultural education. After practicing several years, we actively develop relevant courses and explore how to integrate classic culture into curriculum construction. Be clear that inheriting and innovating classic culture is the inherent requirement of curriculum construction; the characteristics of young students' physical and mental development are the important basis of curriculum construction; the content arrangement of curriculum construction lays stress on the construction of classics, diversity and applicability based on the double line structure of historical time and theme education, and the construction of student aid system with ability practice as the capital mission, so that students' self-learning and self-education can be promoted. Curriculum with distinct classics and vitality plays a significant role in laying the spiritual foundation for students' growth.

**Key words:** Classic culture; Inheritance and innovation; Curriculum construction

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## 1. THE INHERITANCE AND INNOVATION OF CLASSIC CULTURE IS THE CALL OF CURRICULUM CONSTRUCTION

Curriculum carries culture, and curriculum implementation is the practical process of culture education. Chinese curriculum, as we all know, embodies rich cultural resources, which can help students get to know, understand and inherit the classic culture. In the curriculum construction, out primary attention shall be paid to the reconciling of a series of classic works which can reflect the essence of classical culture and have contemporary value into the teaching materials and curriculum system, forming the relevant curriculum and textbooks with the classic culture as the capital element. From which, students are able to enhance their thinking quality, aesthetic taste and value judgment ability in the cultivation of classic culture. In short, it is admitted that it will certainly to succeed and carry forward the classic culture.

Today, it is the rich nourishment to promote the development and implementation of relevant curriculum to persevere in innovation, deeply explain the historical origin and development context of classic culture, and profoundly clarify that classic culture. To inspire teenagers' thinking and wisdom today and integrate them into the students' life by putting the representative classic culture into the contemporary era background. Generally, whether it is curriculum development or curriculum implementation, all should be committed to the integration of classical culture and curriculum construction.

Along the way, we should analyze and straighten up the relationship between "speech form" and "cultural connotation" of classical culture with dialectical thinking.

Cultural education has no chance to be addressed as what it is named without the language techniques practice. Excessively focusing on the training of language techniques and the “speaking and writing” techniques, while ignoring or weakening the content of “speaking and writing”, will inevitably cause the value connotation of cultural heritage to be lost. The speech form and content of the curriculum are inseparable. Certainly we have to admit that it is impossible to own a thing like a “how to say” without “what to say”, neither a “how to say” without “what to say”. During teaching, it is needed to listen to the “what the culture says” in the process of instructing students the method of “listen, speak, read and write”, so as to come true the goal of awakening students’ thoughts and wisdom, cultivating their inner temperament and cultural spirit, identifying with their classical culture, and realizing the belonging of national spirit. Zhu Ziqing said, “the value of classical culture training is not on practical, but on cultural.” As a curriculum content with classic cultural connotation, it is particularly important for the growth of both students’ life and spirit. It can be said that they are the inherent requirements of curriculum education in the new era to construct curriculum system which embodies the connotation of classical culture and has distinctive peculiarity, teach and guide students to absorb the elements of classical culture, so as to obtain cultural wisdom, promote cultural spirit and spread cultural value.

## **2. THE CHARACTERISTICS OF YOUNG STUDENTS’ PHYSICAL AND MENTAL DEVELOPMENT ARE THE IMPORTANT BASIS OF CURRICULUM CONSTRUCTION**

As a necessary condition of common cultural psychology and cohesion formed in the development of long history, the spiritual belief and common value reflected by classic culture are the main support and internal gene of curriculum construction. The inheritance of this gene needs not only the support of curriculum content, but also the guarantee of implementation path. For the sake of accomplishing the expected effect of the curriculum, it is necessary to let the classical culture speak today’s words and tell stories that they are easy and happy to accept by facing the young students according to the distinguishing feature of students’ self-development on physical and mental and cognitive laws. Thus, they will form a sense of thinking first, develop good behavior habits in the perception and practice, and become a teenager with a sense of cultural identity and cultural pride.

The key to the development and construction of curriculum lies in its applicability, that is, the curriculum should be suitable for the “school situation”, the students’

“learning situation” and the teachers’ “teaching situation”. From all parts of the curriculum, it is essential to stay close to life and students’ soul, and adapt to the age characteristics and cognitive rules of teenagers’ physical and mental development. It is not only to present the classic culture and splendid civilization from multiple perspectives, but also to break the space-time barrier between the classic culture and the youth, so that they can communicate with masters on spirit and life in terms of what the classic culture requires today.

The development and construction of curriculum must follow the law of students’ physical and mental development, conform to their growth needs, and make the classical culture have an impact on the dialogue with students’ mind. To be seriously, classic education is to let the classical culture and classic works speak to today’s children, and children’s reading is like chatting with wise and knowledgeable old people. In this way, their heart resonates in kind chat. Such as the Book of Songs, the Songs of Chu, On rhyme-prose of the Han Dynasty, Tang Poetry, Song Ci, Yuan Opera, Ming and Qing novels as the curriculum content, via learning, students can not only understand the profound philosophy, but also strongly feel the inner feelings of philosophers. And it will sufficiently perform the function of “educating students with emotion” and “enlightening students with niceness”. As for the option of curriculum text, we shall lay great emphasis on the comprehensive interpretation of classic culture. To tell the truth, to realize the integration of classic culture and students’ interest based on the new characteristics of the all media era. Thus, it can promote the overall improvement of cultural literacy while stimulate students’ curiosity and thirst for knowledge.

## **3. “DOUBLE LINE STRUCTURE” AND “SELF-LEARNING” ARE THE CORE OF CURRICULUM CONSTRUCTION**

It is conducive to improving the application value of the curriculum to clarify the clues of curriculum development and form content architecture systematization. One of the core elements of curriculum construction is to select the structure of double line organization of humanistic theme and historical time. Humanistic theme clues, that is, concentrating on what students want during classic education, being line with what the development of cultural noumenon want, arranging according to different types of education content, like “social care”, “personality cultivation” as well as the rest sections of education requirements, so as to form a thread of curriculum resources. Diachronic clues, that is, reflecting a clear time structure and highlighting the diachronic and inheritance of classical culture by taking time as the basic reference. The double line organization structure of the curriculum not only underlines the diachronic and inheritance of

the classical culture, but also highlights the connection between the contemporary culture and its context. It realizes the appropriate construction of the dual line organization of humanistic theme and historical time, and also provides a clear reference for the curriculum construction.

During the curriculum construction, nothing is more critical than to promote students' learning and personal reflection, and build a student assistance system with ability training as the objective. The final target of comprehending is surely students' self-learning, all education thing shall be considered as students' self-education to a certain degree. Students' curriculum should promote students' learning, reflection and self-development. The student assistance system of the course includes several sections, such as "famous article reading", "following up a clue to find something", "reading notes" and "thinking station", aiming at making the curriculum the key to open the treasure house of classical culture for teenagers. For example, "famous article reading" section selects cultural classics for students, and it extracts wonderful fragments from the long works generally; "following up a clue to find something" section aims to lead students to explore the history development of culture content, and clearly know the culture content through showing the vitality of culture itself by presenting the historical evolution of classic culture. For instance, the "logical structure" of the Biography of Hua Tuo is to explore the growth path of the "miracle doctor", while the other parts like the origin of other Chinese "miracle doctors" and "the rebirth of great doctor Hua Tuo" and the subsequent generations' recitation and admiration for Hua Tuo are to present students with clear knowledge structure and cultural clues. It is so-called "following up a clue to find something". The purpose of "reading notes" is to guide students to record their inner thoughts. In fact, this is to teach students the annotation reading method, just like the ancient literary comments. Some comments on the language using, some the writing skills, some the character, and some the ideological connotation. In a word, it is to deepen the understanding of the classics culture through carrying on a variety of dialogue with the text and using a variety of annotation techniques. "Thinking station" aims to enable students to think and raise questions about problems, so as to better understand

the cultural content. Meanwhile, it provides a platform for students to think and express themselves. The sections of "following up a clue to find something", "reading notes" and "thinking station" developed by the curriculum steer students to make their own objectives, understand the text and expand their thinking from one problem to another. Then, through the masses reading and whole book reading, the intention of comprehending classic culture, fostering the ability of discourse and boosting individuality development is achieved. The design of the whole student assistance system focuses on the subjectivity of students' learning, reflection and internalization, improve their understanding on cultural content, promotes their in-depth dialogue, and helps them form good habits of self-learning and self-education.

Classical culture is the spiritual source of sustainable development of teenagers. Generations of young people will continue to carry on the tradition of innovation and practice and undertake the mission of inheriting and innovating the classic culture. The development and practice of cultural content provides reference for students' life growth and strengthens their awareness of cultural content. Our current thinking is incomplete, but the cultural seeds planted in young people's hearts by the curriculum devoted to classic education will surely take root, germinate, blossom and bear fruit. We believe that today's cultural content setting is bound to be the driving force of cultural inheritance and innovation, which will have significance for students' growth.

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