Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 2, 2023

A Review of the Relationship between Curriculum, Teaching and Textbooks

Peixin Zhao *

College of Literature, Qinghai Normal University, Xining, CO 810000, China
*** Corresponding author:** Peixin Zhao

Abstract: The course provides direction and framework for teaching, and plays a guiding role in the compilation of teaching materials. The textbook is the specific content basis of the teaching process, which is permeated with the goal, nature and concept of the course. Teaching is the subjective initiative practice of teachers and students under the restriction of curriculum and teaching materials, and its practical results also have feedback and influence on curriculum development and textbook revision. The three factors influence each other, complement each other and are indispensable.

Keywords: Curriculum; Teaching; Textbooks.

1. Introduction

Before exploring the relationship between curriculum, teaching and teaching materials, we must first clarify the meaning of the three in the context of relationship research, so as to explore the relationship between the three, and then take the high school Chinese curriculum standard as an example to further explore the relationship between the three.

2. Study on the Meaning of Curriculum, Teaching and Textbook

2.1. The Meaning of Curriculum

Different scholars in different countries have their own views on the meaning of curriculum. The term " curriculum " was first mentioned in the book " What Knowledge is Most Valuable " written by British educator Spencer. Different understandings of curriculum extend different views of curriculum. Some scholars have also proposed that curriculum is the basic concept of school teaching content and process planning . On the broad and narrow sense of the curriculum, the broad understanding is that the curriculum is regarded as ' all the experience gained by learners in the school environment ', or that the curriculum is ' all the experience gained by learners under the guidance of the school '. This explanation is that the curriculum is regarded as the cultivation of civilized behavior, the improvement of ideological and moral character, the growth of knowledge and skills, the improvement of physical quality and so on, which are all included in the concept of curriculum. It is not limited to in-class activities, but also includes extracurricular activities. The narrowest understanding even believes that only courses that are studied to obtain credits from school graduation are considered to be courses.

Curriculum theory was born in 1918. It is a very ' young ' science for modern education in China. However, the word ' curriculum ' has existed in classics since ancient times : ' Wide deadline, tight curriculum ', ' small curriculum, big work ' . From the records of ancient books in China, the meaning of the term curriculum includes not only teaching subjects, but also the teaching order and time of these subjects. Later, China called the teaching subjects of schools at all levels and their teaching order, teaching hours, teaching content and other provisions as the curriculum of a certain level of school, such as primary school curriculum, middle school curriculum and so on. Therefore, the curriculum can be understood as the sum of the teaching subjects and their purpose, content, scope and process in order to achieve the educational objectives of schools at all levels. In education, the curriculum is strictly referred to as "school curriculum", but usually we omit the term "school". From this point of view, the meaning of the course is similar to that of the course and the course, which refers to one or all teaching subjects, but it cannot be confused with the specific lessons of learning. To understand the curriculum from the practical level, front-line teachers should not only pay attention to the epistemological level of the curriculum, but also pay attention to its ontological level ; it not only emphasizes subject knowledge, but also emphasizes students ' experience.

With the development of the times and the progress of educational science research, based on the national conditions of China 's socialist countries, China 's education departments have promulgated the curriculum standards (curriculum outlines) of schools and disciplines at all levels, and stipulated the teaching objectives and tasks. The main points and scope of teaching content, the distribution of teaching time, the selection of teaching materials and teaching aids, the use of teaching methods, etc. In other words, the curriculum standards refer to the guiding documents on the content of teaching subjects, teaching implementation suggestions and curriculum resource development in the form of outline according to the training objectives and curriculum plans under the guidance of certain curriculum theories.

It can be seen that there are different opinions on the meaning of curriculum in the field of education, from emphasizing the plan, goal to emphasizing the value of the process from emphasizing the subject content to emphasizing the student experience ; from emphasizing the single element of the textbook to emphasizing the comprehensive elements of the textbook environment, teachers and students.

2.2. The Meaning of Teaching

Generally, teaching is understood and understood from two aspects : broad sense and narrow sense. In a broad sense, teaching refers to all purposeful learning activities carried out by educators to guide learners. The behavior of educators will

make some changes in the behavior of learners. In a narrow sense, teaching refers to all the learning activities that teachers guide students in schools. Through teachers ' teaching, students are guided to learn knowledge, form skills, attitudes and abilities, and develop physically and mentally.

First of all, the word " teaching, " from the analysis of word structure, it is both a parallel structure and a verb-object structure, that is to say, there are at least two kinds of teaching relations-mutual subject and giving and receiving relationship. Therefore, teaching is an educational activity composed of teachers ' teaching and students ' learning under the norms of certain educational purposes .

Secondly, the word ' teaching ' is more popular in the late 19 th and early 20 th century in China. The view is that teaching is teaching, which means teachers ' teaching. Because the imperial examination system had just been abolished at that time, new schools began to be set up, and they suffered from the lack of full-time teachers. In addition, influenced by the teaching method of German educator Herbart, people attached great importance to teachers ' teaching. The question of " how to teach " makes teaching evolve into " professor. " In the West, the word ' teach ', from the root of its etymology, also has the meaning of ' explanation '. This is consistent with our country 's teaching, that is, teaching, teaching, focusing on the teacher 's " teaching " side .

Finally, the term "teaching" comes first, and teachers prioritize teaching, which is a mandatory implementation of curriculum standards and textbook requirements. However, students' "learning" requires motivation and interest, which puts high demands on the teaching process and methods.

In teaching activities, under the planned organization and guidance of teachers, students can actively learn and master the basic scientific and cultural knowledge of the system, develop their own intelligence and physical strength, develop good character and beauty, and gradually form a fully developed personality. In short, teaching is an activity in which students learn knowledge actively under the guidance of teachers to obtain personality development.

2.3. The Meaning of Textbooks

The meaning of teaching materials is diverse. According to the broad and narrow senses, the broad teaching materials are all teaching materials that teachers guide students to learn. The narrow teaching materials refer to the materials and main media for teachers and students to carry out teaching activities. They are usually edited according to the curriculum standards (or syllabus), including subject categories and grade order, including text teaching materials and audio-visual teaching materials. The author believes that the narrow definition is more conducive to the study of the relationship between teaching materials and curriculum and teaching.

According to the role of teaching materials, one of the teaching materials is the medium between teachers and students. The teaching material is the fact of imparting knowledge and skills. It is an intermediary medium between educators and the educated. Some scholars have pointed out that textbooks are an element of the teaching process. The most common saying is that textbooks include all the materials and means used by teachers in their teaching behavior. In this sense, the textbook is ' the material of teaching and learning ', which is the medium between teachers and students.

In addition, the textbook is a means or tool of teaching, that is, the textbook is a means of transmitting teaching content, and a tool for cultivating talents and imparting knowledge. Textbook is the unique knowledge carrier of the school, and it is a tool and means to transmit educational information. Textbook is also the educational information in the storage state. Japanese scholars point out that teaching materials are the means of concept teaching, and the ' experience cone diagram ' shown in the teaching materials is a good illustration of the arrangement of teaching materials. These audio-visual experience series with language symbols as the core enable students to form concepts and express the objects directly symbolized by symbols with the help of ideas. The progressive education school believes that the textbook is a method of human behavior experience. It is an explanation of all natural and social phenomena, or a description of various entities of the universe and life. It includes not only the activities of teachers and students, but also all the materials or tools used to complete such activities. Other scholars believed that textbooks are not the content of the subject itself, but rather a means of conveying to students based on their understanding of the subject content. They bear the task of mobilizing students' active learning activities, and for students, textbooks are the objects of communication in teaching.

Therefore, the textbook is a method and technical means based on teaching activities and learning activities. The textbook is the element of the learner 's cognitive progress as the medium, that is, the means of potential thinking, concept and relationship clarification.

3. Research on the Relationship among the Three

3.1. Curriculum is the Overall Goal

As the educational standard stipulated by the state, the purpose of the curriculum is very clear. The curriculum standard is based on the research of society, subject knowledge and students. It is a set of scientific plans to clarify what kind of talents the society needs, the existing knowledge framework system of the subject, and the laws of students ' physical and mental development and learning. Moreover, this plan is not static, the Ministry of Education will continue to make amendments according to the changes of the times, the needs of the country, human development and other factors. Therefore, the curriculum standards formulated through multi-party research stipulate the nature of the curriculum, the basic concept, the teaching objectives and the corresponding teaching content, which has guiding significance for the arrangement of teaching and the compilation of teaching materials.

3.2. Teaching is the Whole Process

Teaching is a practical activity that implements curriculum standards and fully utilizes textbooks, and is an important way to verify theories. The so-called "practice leads to true knowledge", whether the curriculum standards are reasonable or not, and whether the textbook is practical or not, all rely on the entire process of teaching activities for "practical testing".

However, we must ensure that teaching activities are carried out under the dual norms and constraints of curriculum standards and textbooks, but at the same time, we must not lose the subjective initiative of teaching. Only in this way, through the teaching practice of teachers and students, the two main subjects, can the deficiencies in the research activities before the curriculum formulation and the problems

in the compilation of teaching materials be found in time, and the feedback on the scientificity and operability of the curriculum and teaching materials. This has a great role in promoting the further improvement of curriculum standards, the more scientific and reasonable compilation of teaching materials, and the implementation of more effective teaching activities.

3.3. Textbook is the Main Tool

Textbooks are the concretization of targeted curriculum standards, the teaching content that needs to be implemented, the main basis for teachers ' further education and teaching activities, and the main resources for students to acquire systematic knowledge and gradually improve their learning ability in teaching. It can be said to be one of the most important tools of education. According to the requirements of the course, the teaching materials should be conducive to the cultivation of students ' ideological and moral quality and scientific and cultural quality; according to the requirements of teaching, teaching materials should form a reasonable and open knowledge system. Therefore, the compilation and selection of textbooks require rigorous, scientific, classical and contemporary.

In summary, the author believes that the curriculum, teaching, and teaching materials are an organic and unified whole, constantly adjusting and improving in the interaction, promoting educational reform, and achieving greater progress in education.

4. Exploration of the Relationship between the Three

First of all, it analyzes the ' Ordinary High School Chinese Curriculum Standards (2017 Edition 2020 Revision) ' and clarifies its guiding significance in teaching activities and textbook compilation. In this curriculum standard, it is clear that the nature of the Chinese curriculum is a comprehensive and practical course of the mother tongue, which is the unity of instrumentality and humanity. The goal of high school Chinese curriculum is to enable all high school students to further improve their Chinese literacy, form good ideological and moral literacy and scientific and cultural quality, lay the foundation for lifelong learning and personality development, inherit and develop Chinese culture, enhance national cohesion and creativity, and cultivate all-round development of socialist builders and successors.

According to this curriculum standard, its objectives are concretized in educational practice, and it is proposed that Chinese teaching should be carried out and implemented in the teaching links of each Chinese course from four aspects : ' language construction and application ', ' thinking development and promotion ', ' aesthetic appreciation and creation ', and ' cultural inheritance and understanding '. Teachers and students deepen their understanding of teaching materials and the cultivation of cultural emotions in various teaching links such as reading, thinking, discussion, writing and expression, so as to improve their Chinese literacy and enhance their humanistic literacy.

According to the requirements of high school Chinese curriculum, the compilation of teaching materials is also as comprehensive as possible (taking the textbook compiled by the Ministry as an example). In terms of form, there are compulsory upper and lower volumes and selective compulsory upper, middle and lower volumes for selective teaching; from the perspective of content, different units involve different emphases, such as: inheriting excellent traditional culture with ancient poetry and cultivating noble moral sentiment; inspiring thinking and constructing language with modern literature; expand your horizons with foreign masterpieces and dare to express.

5. Conclusion

The process of curriculum implementation is not only a process of integration of teachers, teaching materials and students, but also a systematic process of establishing connections in interaction. It can be seen that the systematic curriculum implementation process of curriculum, teaching materials and teaching needs to be based on practice and the three interact with each other, complement each other and are indispensable in order to achieve a harmonious dynamic balance.

References

[1] Chen Rongjie Collected Works of Zhu Zi. Taiwan: Student Bookstore, 1982.

[2] Fan Yi Philosophy of Education. Beijing: World Book Company Press, 1973:184.

[3] Hu Qiaomu, "Education Volume of the Encyclopedia of China" [M]. Beijing: Encyclopedia of China Press, 1985:144.

[4] Li Bendong, Xu Xuefu. Reflection on Reconstruction: A Comprehensive Review of Research on the Relationship between Curriculum and Teaching in the Past Decade [J]. Chinese Journal of Education, 2010 (3).

[5] Li Dingren, Xu Jicun Twenty Years of Curriculum Theory Research (1979-1999) [M]. Beijing: People's Education Press, 2004.

[6] Li Sen, Chen Xiaoduan Curriculum and Teaching Theory. Beijing: Beijing Normal University Press, 2015.

[7] Ministry of Education of the People's Republic of China. Curriculum Standards for Chinese Language in Ordinary High Schools (2017 Edition, Revised in 2020) [S]. Beijing: People's Education Press, 2020.

[8] Nakano Kazuo, translated by Zhong Qiquan: "Textbook Compilation and Teaching Process" [J]. In Foreign Education Materials, 1991 (1).

[9] Zhang Nianhong Dictionary of Education [M]. Chongqing: Southwest Normal University Press, 1988:299.

[10] Zhong Qiquan Curriculum and Teaching Theory. Shanghai: East China Normal University Press, 2008.

[11] Zhong Qiquan Modern Curriculum Theory [M]. Shanghai: Shanghai Education Press Du, 1980:329.