



The Cultural Trend of School-Based Curriculum Development in Primary Schools of Ethnic Areas

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Abstract. The integration of school-based curriculum in primary schools of ethnic areas into the community sense of the Chinese nation has its specific historical background, and the cultural trend of the development of the school-based curriculum in primary schools in ethnic areas is to establish the consciousness of the community of the Chinese nation. The education of building a strong sense of community of the Chinese nation is conducive to inheriting and innovating ethnic culture, cultivating national identity from an early age, and meeting the needs of students. On the basis of the analysis, this paper puts forward the curriculum design ideas and the ways and suggestions of integrating the consciousness of Chinese nation community into the school-based curriculum development of primary schools in ethnic areas.

Keywords: The sense of community of the Chinese nation · Ethnic areas · School-based curriculum development in primary schools · The Cultural trend

1 Introduction

China is a unified multi-ethnic country, the diversified and integrated development of the Chinese nation has determined that “unity” is the direction and “diversity” is the foundation [1]. Ethnic education plays an important role in enhancing the cohesion of the Chinese nation, and the community sense of the Chinese nation, as the basis of national identity and national unity, should be cultivated from primary school. Compared with the national curriculum, the school-based curriculum of primary schools in ethnic areas can better meet the diversified needs of students in ethnic areas. By introducing the traditional culture and colorful ethnic culture that embody the cultural symbols of the Community of the Chinese nation into the school-based curriculum of primary school, it is not only a sublimation of emotion and value for ethnic education. Moreover, it plays a decisive role in forging a strong sense of community of the Chinese nation and promoting exchanges and integration among ethnic groups. Therefore, schools in ethnic areas should explore the educational path of forging the sense of community of the

Fund project: “The Cultural trend of school-based curriculum development in primary schools of ethnic areas” supported by the post-graduate Innovative Scientific Research Project of Southwest Minzu University (No. CX2021SZ03).

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A. Volodin and I. Roumbal (Eds.): ICECIDT 2022, ASSEHR 677, pp. 64–80, 2023.

https://doi.org/10.2991/978-2-494069-02-2_9

Chinese nation from different perspectives, and take “the sense of community of the Chinese nation” as a new perspective of school-based curriculum development in ethnic areas, and consciously commit the cultural mission endowed by the times.

The school-based curriculum development research in China began in the late 1980s, in the early 21st century, school-based curriculum development became a kind of curriculum policy, its purpose is to give the school curriculum power, with the school being the main body of curriculum development, making the schools not only reflect the general culture, but also reflect the local culture, and even the school’s community culture. At present, the academic circle has not reached a consensus on the definition of school-based curriculum development. Chinese scholar Yunhuo Cui [2] interpret from the side of the subject of curriculum development. The representative to emphasize the interpretation should be from literal and content is Scholar Yuzhen Xu [3]. Gangping Wu [4] emphasized the definition of curriculum development should be from the decision-making process of schools.

Based on the above definition, the school-based curriculum development should include the participation subjects, content, purpose and the construction process of development. Accordingly, development of school-based curriculum in primary schools in ethnic areas should take the teachers and students as the main body, and include other related personnel as well, it is a planned, purposeful and organized process of continuous curriculum resources excavation and construction to promote the inheritance and innovation of national culture and the economic and social development of ethnic areas according to the actual situation and the needs of students.

2 Investigation on the Current Situation of School-Based Curriculum Development of the Primary Schools in Liangshan Prefecture

2.1 Sample Selection

Liangshan prefecture is in the southwest of Sichuan and at the junction of Sichuan and Yunnan, it has an area of more than sixty thousand square kilometers with total population of 4.7304 million people, there are more than 10 indigenous peoples including Han, Yi, Tibetan, Mongolian, Naxi and so on, it has one city and 16 counties, the capital Xichang is located in the middle of ChengKun railway as the gateway of important town to the “southern silk road” of southeast Asia and Yunnan since the ancient times. Liangshan Yi people’s costumes are colorful and unique in style. There are obvious differences in costumes from different places with strong regional colors. This district belongs to the subtropical monsoon climate zone, where there is no cold in winter and no hot in summer and the four seasons are like spring, with an average temperature of 17°. Therefore, there is a strong ethnic culture in Liangshan Prefecture, so we choose ten primary schools in Liangshan district to be investigated in this paper as samples.

2.2 Preparation of Questionnaire

On the basis of consulting a large number of documents and fully understanding the basic situation of some primary schools in Liangshan State, the author makes this questionnaire in order to analyze the cultural status of the development of school-based

curriculum in Liangshan State primary schools. The contents of the survey include: (1) the goal of school-based curriculum development in primary schools, (2) the content of school-based curriculum development, (3) the value pursuit of school-based curriculum development, (4) the implementation of school-based curriculum, (5) the evaluation of school-based curriculum, (6) the expectation of school-based curriculum.

This survey adopts the form of online direct questionnaire to collect 352 valid questionnaires from 10 primary schools in Liangshan Prefecture, taking teachers as the respondent, and thus conducts data analysis accordingly.

2.3 Analysis of the Results of the Investigation on the Current Situation of School-Based Curriculum Development in Liangshan Primary Schools

2.3.1 Basic Information of Teachers

In terms of gender, 43% of teachers are male and 57% are female. Of the subjects taught, 43% were Chinese, 36% mathematics and 21% other subjects. In terms of educational background, 4% are postgraduate, 56% are undergraduate, 30% are junior college and 10% are other. In terms of teaching experience, 25.6% have less than 5 years, 17.3% have 5–10 years, 27.3% have 11–15 years, and 29.8% have more than 15 years.

2.3.2 The Main Purpose of School-Based Curriculum Development

The purpose of school-based curriculum development contains the educational concept of school-based curriculum development. The educational concept is the ideal state that a school expects to achieve in educational and teaching activities, which can motivate the school to actively complete education and teaching and guide the school's education and teaching. Therefore, the idea of developing school-based curriculum is the hope that the developed curriculum can achieve the ideal goal of cultivating talents. "Table 1" shows the results of the questionnaire survey on teachers. Most teachers believe that the focus of school-based curriculum development in their primary schools is to inherit national culture and build school characteristics. They also pay attention to the needs of students' development, but only in passing, more for the development of the school. It can be seen that teachers lack scientific understanding of school-based curriculum development in primary schools and do not realize that the development concept of schools should be set up according to the development of students. The main reason is that ordinary teachers rarely participate in school-based curriculum development and have few training opportunities, so they do not have a very good understanding of the relevant theoretical knowledge of school-based curriculum.

2.3.3 The Content of School-Based Curriculum Development

As can be seen from "Table 2", 79.26% of teachers choose local customs as the local culture involved in school-based curriculum development of their schools, and 56.82% of teachers believe that hometown dance should be involved. Culture is formed in the process of living together in a nation for a long time. It is rich in content, including spiritual culture and material culture. There are many cultures with national characteristics in Liangshan Prefecture. For example, songs and dances originated in the process

Table 1. Main objectives of school-based curriculum development in primary schools

options	Enrich curriculum structure and promote curriculum development	Construct suitable courses and form school characteristics	Improve teachers' ability and promote their professional development	Meet the students' requirement	Inheriting and innovating national culture
Number of people (N = 352)	76	98	58	37	83
scale (%)	21.59%	27.84%	16.48%	10.51%	23.58%

Table 2. Local culture currently involved in the development of school-based curriculum in primary school

options	Hometown dance	Local customs	The local martial arts	Local building	Others
Number of people (N = 352)	200	279	51	84	30
scale (%)	56.82%	79.26%	14.49%	23.86%	8.52%

of working by the people of Liangshan Prefecture such as toasting songs. For example, the unique costumes of various ethnic groups in Liangshan Prefecture, as well as the architectural culture and local food culture with characteristics. When teachers develop school-based curriculum, 63.35% of teachers tend to develop content related to local customs and entertainment activities, followed by clothing and language.

2.3.4 The Main Basis for Selecting School-Based Curriculum Content

On the question of “the main basis for selecting school-based curriculum”, 41.19% of teachers believe that the content of school-based curriculum development should be selected according to the actual situation of the school, and 30.68% believe it should be selected according to the needs of students. At the same time, 19.32% of teachers believe it should be selected according to local social resources, and 8.81% of teachers believe that they should learn from other schools. At present, schools are restricted by conditions and cannot completely select curriculum content according to the needs of students. They need to develop school-based curriculum based on the actual situation of schools (“Table 3”).

Table 3. Main basis for selection of school-based curriculum content

options	According to the needs of students	According to the actual situation of school	According to local social resources	Learning from other schools
Number of people (N = 352)	108	145	68	31
scale (%)	30.68%	41.19%	19.32%	8.81%

Table 4. The primary value during the introduction of the local culture to school-based curriculum resources development

options	Enrich the content of course	Stimulate patriotic, rural, family, school love	Enhance cultural characteristics of the school	Improve cultural adaptability of teachers and students	Promote cultural inheritance and innovation
Number of people (N = 352)	48	200	36	20	48
scale (%)	13.64%	56.82%	10.22%	5.68%	13.64%

2.3.5 The Value Pursuit of School-Based Curriculum Development

As shown in “Table 4”, as for “what is the primary value during the introduction of the local culture to school-based curriculum resources development”, 56.82% of the teachers choose that the main value is to inspire the teachers and students emotion of being patriotic, loving township, family and the school, secondly the 13.64% respectively chose “to promote the cultural inheritance and innovation” and “enrich the school curriculum content”. As shown in “Table 5”, 59% of the teachers believe that the local cultural curriculum resources in the school area contain rich educational value and should be actively explored and utilized in the curriculum.

As can be seen from “Table 6”, teachers generally believe that the most important role school-based curriculum should play in cultural inheritance is to inherit and innovate excellent culture. Local culture needs to be innovated in the selection and inheritance, we should respect the existence of various ethnic cultures, absorb the essence of excellent ethnic cultures for effective integration.

The other question also investigates teachers’ understanding of the value of school-based curriculum development from the side. “Table 7” shows that 34.09% of teachers believe that traditional Chinese cultural resources are the most suitable materials to be selected as school-based curriculum resources. The reason lies in the question “Which of the following contents do you think are most useful for students’ future life?” 69.89% of teachers believe that Traditional Chinese culture is most useful for students’ life in the future. In the question “What aspects of cultural knowledge do you think students

Table 5. Teacher's opinions about whether the local cultural curriculum resources should be introduced into school-based curricula

options	It contains rich educational value and should be actively explored and utilized	It contains certain educational value, but it is difficult to be introduced	It is valuable to students of this region and ethnic group, but it does not need to be introduced	There is a lot of negative content that should not be introduced
Number of people (N = 352)	208	82	55	7
Scale (%)	59.09%	23.30%	15.62%	1.99%

Table 6. Investigation on the role that school-based curriculum should play in cultural inheritance

options	Explore and select excellent culture	inherit and innovate excellent culture	Cultivate people familiar with the culture	Cultivate cultural inheritors
Number of people (N = 352)	89	190	21	52
scale (%)	25.28%	53.98%	5.97%	14.77%

Table 7. Teacher's opinions about the best choice for school-based curriculum resources

options	Local cultural resources	Modern science and technology resources	Resources of Chinese traditional culture	Student growth Guidance
Number of people (N = 352)	97	75	120	60
scale (%)	27.55%	21.31%	34.09%	17.05%

lack most now? Among them, 81.53% of the teachers thought that the students lack the cultural knowledge of traditional Chinese culture and modern culture, so they believed that Chinese traditional culture resources were the most suitable to be selected as school-based curriculum resources.

Through the above analysis, it can be seen that the curriculum resources of Liangshan Primary school's school-based curriculum development mainly comes from two sources. On the one hand, local culture is introduced into the school-based curriculum development, which is mainly to cultivate the awareness of patriotism and family love of teachers and students. On the other hand, Chinese excellent traditional culture mainly

Table 8. The main difficulties of local culture selection in the development of school-based curriculum resources

options	Exams and academic pressure	Diverse cultural types	Unprofessional teachers	School leaders are unconcerned	Lack of guidance and help
Number of people (N = 352)	245	140	119	83	203
Scale (%)	69.60%	39.77%	33.81%	23.58%	57.67%

helps students to increase their knowledge and ability. School-based curriculum development mainly plays the role of inheritance and innovation in cultural inheritance, so how to effectively select, integrate and innovate Chinese excellent traditional culture and local culture in school-based curriculum development is the key to realize the value pursuit of school-based curriculum development, and also indicates the cultural trend of school-based curriculum development.

2.3.6 Difficulties in the Course of School-Based Curriculum Development

At the same time, it is also found in the survey that 69.6% of teachers think that the main difficulty of cultural selection in the development of school-based curriculum resources is the pressure of examination and admission, and 57.67% of teachers think that the difficulty is the lack of guidance and help. It shows that teachers lack the training of curriculum development knowledge and the guidance of curriculum experts in school-based curriculum development (“Table 8”).

2.3.7 The Implementation of School-Based Curriculum

91.19% agreed the expression that “the implementation of school-based curriculum should focus on the use of learning forms that can enhance students’ experience, so that students can truly understand the value orientation of school-based curriculum”. It shows that in the teaching practice of school-based courses, teachers believe that students’ dominant position should be respected, and students should be allowed to express their ideas freely. Group cooperation can be adopted to discuss the learning theme, which is the best way for students to accumulate experience, enrich emotional experience and improve their understanding of the course.

2.3.8 Course Evaluation

86.65% of the teachers agreed with the statement that “school-based curriculum evaluation should establish an evaluation system involving multiple subjects”, among which 43.47% strongly agreed. That is to say, teachers agree to pay attention to the evaluation of school-based curriculum development process, and develop school-based curriculum jointly by multiple subject. At the same time, teachers’ professional development

should be regarded as one of the contents of school-based curriculum evaluation, so that teachers can get professional development continuously in school-based curriculum development.

In terms of the content of school-based curriculum evaluation, the quality of curriculum plan and the value concept of curriculum development should also be evaluated. 87.5% of teachers agreed with this statement.

2.3.9 Expectations for Future Course Development

87.5% of teachers think the school-based curriculum development should take strengthening the community awareness of the Chinese nation as the main line, most of the teachers agree with the opinion that both the local culture and the Chinese excellent traditional culture should be selected as school-based curriculum resources, learning the excellent culture of ethnic minorities, and respecting each other, in the communication, exchange and fusion, we have the opportunity to find the path of cultural innovation on the development of school-based curriculum.

Through the investigation of the current situation of the development and implementation of school-based curriculum in elementary school of Liangshan prefecture, we found that most of Schools in ethnic areas didn't set up specialized and regular school-based curriculum, although some schools use local culture as the cultural resources of school-based curriculum, they also have the consciousness to take "the community consciousness of the Chinese nation" as the new perspective of the development of school-based curriculum in ethnic minority areas, they seldomly pay attention to the excavation of the cultural symbols of the Chinese nation community, thus the "Consciousness of the Chinese nation community" could not be effectively integrated into the development of school-based curriculum in ethnic areas.

2.4 The Achievement of School-Based Curriculum Development in Primary Schools in Ethnic Areas

2.4.1 Inheriting Excellent National Culture

There are abundant traditional national cultures in Liangshan Prefecture, such as festival culture, dress culture, etiquette culture, architectural culture, literature and art, music, dance, painting and so on. Some excellent traditional culture in the local culture of Liangshan prefecture are gradually lost with the social advancement, however, the development of school-based curriculum in elementary school can play a role of protecting and transmitting the culture in ethnic regions, can make up for the national and local culture education course content, which is of great significance to the heritages and innovations of excellent ethnic culture in Liangshan prefecture.

2.4.2 The Educational Value of Excellent National Culture is of Great Significance to the Development of Students

Liangshan prefecture local culture is of great development value as curriculum resources treasure, in the long-term culture development the local people in the Liangshan prefecture formed good qualities such as bearing hardships, being kind and sincere, even

accumulated abundant material wealth, such as Yi's literature, music, dance, painting, craft, folk medicine and so on. We can cultivate students' ability to work hard, enhance the enthusiasm of students' learning and the actual demand by introducing the excellent national and local culture as curriculum resource into the school curriculum activities, then we can promote the all-round development of students through the ideological and moral education, the practical operation and art appreciation ability shaping.

2.4.3 Promoting the Formation of School-Running Brands and the Realization of School-Running Goals with Characteristics

Under the background of the new round of curriculum reform, the local schools in Liangshan constantly deepen the concept of education and teaching and strive to build the goal of school characteristic brand by combing the advantages of their own characteristics. Many ethnic schools offer school-based courses according to local unique cultural resources which play a positive role in promoting and inheriting ethnic culture, and also directly promote the formation of school characteristics. In the development of ethnic school-based curriculum with ethnic cultural characteristics, the schools in ethnic residential areas have advantaged conditions, and it is conducive to the formation and improvement of school characteristics in ethnic areas by digging out the resources beneficial to education and teaching in the treasure of ethnic culture with the regional advantages.

2.5 The Experience of School-Based Curriculum Development of Primary Schools in Ethnic Areas

2.5.1 The Administrative Department of Education Should Strengthen the Guidance of School-Based Curriculum Development

The education department needs to promote the development of school-based curriculum of primary schools in ethnic minority areas from many aspects. First of all, it needs to deeply understand the reality of school running and strengthen exchanges and cooperation, and innovate the development mode of school-based curriculum in primary schools. Secondly, we should strengthen the supervision and management of school-based curriculum, and ensure that the development of school-based curriculum has goals to follow, besides, correct the mistakes easily made in the development process. What's more, we should supervise the implementation of curriculum policies, and encourage teachers to make curriculum innovations according to the actual conditions of the school and the development needs of students. Departments at all levels should establish a scientific and reasonable evaluation system, we should bring the performance of school-based curriculum development into the school assessment standards, and link the participation of teachers in the process of school-based curriculum development with the business assessment; Finally, we should strengthen the support for the development of school-based curriculum in ethnic minority areas, broaden the source of funds, and attract professionals to participate in the development of school curriculum, so as to fully guarantee the normal development of school-based curriculum.

2.5.2 School Management Should Strengthen the Management and Support of School-Based Curriculum Development

School administrators should deeply understand the significance of school-based curriculum development for student development and school construction, effectively guide teachers to develop school-based curriculum, correctly organize and make reasonable decisions on the problems in the process of school-based curriculum development; In order to create an atmosphere for the development of school-based curriculum of ethnic culture, administrators should provide various conditions for the development of school-based curriculum. On the one hand, managers should start from the differences of each student, choose the cultural knowledge that can meet the development needs of students, and find the path of school-based curriculum development in primary schools that fit the development of students. Secondly, we should strengthen the management and support of school-based curriculum development through practical actions. It can provide basic guarantee for school-based curriculum development through the improvement of organizational functions and the establishment of rules and systems. It can also carry out unified planning and deployment for school-based curriculum development programs by strengthening and enriching the management team so as to formulate clear development programs.

2.5.3 Improving Teachers' Ability of Ethnic Culture School-Based Curriculum Development

First of all, teachers should take the initiative to participate in the practice of school-based curriculum development in primary schools in minority areas, constantly improve their curriculum awareness, and enhance the ability of self-analysis, self-evaluation and self-regulation in curriculum development and decision-making activities. Secondly, teachers should attach importance to the understanding and integration of all kinds of subject knowledge so as to promote the organic integration of multi-subject knowledge in the process of school-based curriculum development. Finally, the most important thing is to let students not only master the mainstream cultural knowledge, but also understand the local knowledge so as to realize the complementary integration of diverse cultures and promote the growth and development of students. So it is necessary to give teachers the most basic right to choose the curriculum content so that they can use the right to choose the content correctly, and then choose better curriculum content to effectively develop the school-based curriculum of ethnic culture.

2.5.4 Strengthening Multilateral Cooperation and Exchanges

School-based curriculum development can not only rely on the power of schools and educational administrative departments, but also need to cooperate with various subjects. First, As teachers often need all aspects of professional knowledge in the development of school-based curriculum, once school teachers lack of professional knowledge, they will probably have a wrong direction, and one false step will make a great difference, so we need to take advantage of the curriculum experts and universities, scientific research institutions to support development of school-based curriculum, only in this way can we develop school-based courses that accord with students' interests and meet students'

needs; Second, we can learn good experience from other schools and carry out exchanges and cooperation. Third, we should strive for the support of parents, parents understand their children's inner needs better, so parents' participation is helpful to the development of courses that can meet the growth needs of students. Fourthly, local resources should be fully utilized by inviting local cultural inheritors to join the development team. Then it can not only change the situation of the single subject of school-based curriculum development but also reduce the pressure and burden of teachers if we attach importance to the cooperation with social people.

3 The Cultural Trend of School-Based Curriculum Development of Primary School in Ethnic Areas

Based on the investigation and study on the development situation of school-based curriculum in primary school in ethnic areas, we believe that the development of primary school-based curriculum in ethnic areas needs to take the road of the characteristics of education in ethnic areas, and take into account the externality of education development in ethnic regions, only by integrating education resources complementary with other culture, it can manifest the value and significance of the development of primary school-based curriculum in ethnic areas. According to this logic, the value orientation of primary school-based curriculum development in ethnic areas should adhere to the following aspects.

3.1 The Development of Primary School-Based Curriculum Should Pay Attention to the Inheritance and Innovation of Ethnic Culture

Based on an investigation of the current situation of the development of primary school-based curriculum in ethnic areas, we found that the development of school-based curriculum in primary schools in ethnic minority areas is laden with responsibility for inheritance and innovation of ethnic culture, we need to integrate the development of primary school-based curriculum into the cultural mainstream of Chinese excellent traditional culture to give the development of school-based curriculum lasting vitality. As the scholar has said, in terms of the survival and development of an ethnic community, cultural inheritance is essentially a kind of cultural reproduction, the self-perfection of an ethnic group, the transmission of rights and obligations in the society, the profound accumulation of national consciousness, and the vertical replication of "cultural genes" [5]. Therefore, we should not only actively pursue the cultural value of primary school-based curriculum development, but also innovate the development mode of primary school-based curriculum, and make the inheritance and innovation of traditional culture in ethnic areas have a newer and broader space for development by constructing an information development platform.

3.2 The Development of Primary School-Based Curriculum in Ethnic Areas Should Highlight the National Unity and National Identity as the Core

The primary school-based curriculum in minority areas plays a role in making up for the fact that the national curriculum cannot fully reflect the special needs of education

in ethnic areas. Compared with the national curriculum and local curriculum, the unique significance of school-based curriculum lies in “ensuring the effective implementation of the national curriculum, taking care of the individual differences of students and promoting the sustainable development of teachers’ professional ability” [6]. However, in the development of practical primary school-based curriculum in ethnic areas, it is easy to cause the lack of education of the national unity and national identity due to too much emphasis was placed on cultural differences, therefore, we must put the national identity on a more higher status than the ethnic identity, we can enlarge the overlapping content of national unity and national identity by constructing the cultural foundation and cultural symbol of Chinese national culture to form a unified Chinese ethnic community [7]. Therefore, the development of school-based curriculum of primary schools in ethnic areas should highlight the content of patriotism education, so we can further improve students’ profound understanding of The Chinese national cultural community and enhance students’ concept of ethnic unity and national identity through the development and utilization of cultural and educational resources reflecting the symbol of the Chinese national community.

3.3 The Development of Primary School-Based Curriculum in Ethnic Areas Should Meet the Diversified and Individual Needs of Students

Students’ mastery of knowledge and skills can be realized through the learning of curriculum content which often reflects the value orientation in education and social development. So the development of school-based curriculum in elementary school should not only consider the social development requirements, but also need to meet the diversified and individual educational demands of students in ethnic regions, by choosing the appropriate local course resources to enrich the content of school-based curriculum in elementary school, in order to better promote the students’ individual development, we should pay attention and avoid two kinds of orientations when choosing the course content—one kind is excessively strengthening ethnic cultural differences, One is to interpret ethnic culture by using Han culture, In which we should adopt open, pluralistic and targeted teaching content to meet the educational needs of different student subjects with enriching curriculum types and reform teaching methods.

The development of school-based curriculum of primary schools in ethnic areas cannot do without a broad vision and the fertile soil - the community consciousness of the Chinese nation, The consciousness of national community plays an important role in cohesion, with which the development of school-based curriculum can concentrate on developing continuously in pluralism and integration.

4 The Development of School-Based Curriculum in Primary Schools in Ethnic Areas with a Strong Sense of Community of the Chinese Nation as the Main Line

In order to build a characteristic school and promote the inheritance and development of ethnic culture, the school uses the surrounding resources, starts from the actual needs of students and the law of physical and mental development, and develops the school-based

curriculum in ethnic areas by casting a strong sense of community of the Chinese nation as the main line.

4.1 Overall Objectives of School-Based Curriculum Development in Primary Schools in Ethnic Areas of Liangshan Prefecture

The overall goal is mainly to determine the content and learning requirements of the school-based curriculum of ethnic culture. Generally, 3–5 overall goals are reasonable. The overall goal of the school-based curriculum development which takes building a strong sense of community of the Chinese nation as the main line mainly focuses on the following aspects. a: The school-based curriculum development in primary schools of ethnic areas should help students establish a correct view of the motherland and the nation; b: The school-based curriculum development in primary schools of ethnic areas should help students form cultural consciousness; c: The school-based curriculum development in primary schools of ethnic areas should arouse the sense of responsibility and mission of teachers in minority areas.

4.2 Ideas of School-Based Curriculum Designed for Liangshan Primary School

A complete development plan for school-based curriculum in primary schools should include the development theme, its rationality analysis, specific objectives, curriculum content, learning activities, resources, evaluation and so on.

Subject: Refers to a simple description of a thematic unit or module, such as “Local dress culture of Liangshan Prefecture”.

Time: Theoretically speaking, the duration of class can be a month, a few weeks, a few hours according to the need, and it can be set up intensively or separately. But considering the reality of class conditions, according to the calculation of the normal teaching week, generally in 15–18 class, it relatively match the the actual situation of school.

Reasonableness: The explanation of why this topic was chosen can be described in terms of course requirements or course significance. Have the following issues been considered in the implementation process? Resource problems; Parents’ concerns; The spiritual outlook of the school. For example, if the course of Liangshan local clothing is opened, the rationality of this course can be thought and expounded from the following aspects: (1) the appeal of cultural inheritance; (2) the significance of fostering a strong sense of community consciousness of the Chinese nation; (3) the necessity of students’ physical and mental health development; (4) The needs of teacher professional development, etc.

Goals/outcomes: Goals provide direction, what to achieve, what to learn, and what to show. It needs to be clarified whether the goals we set coexist harmoniously; Whether students can achieve these goals; Are these goals specific? As far as the course of Local clothing in Liangshan Prefecture is concerned, some basic objectives can be determined, including (1) understanding the cultural tradition and reality of clothing; (2) To interpret the diversity of beauty elements by historical comparison with the costumes of han nationality or other ethnic minorities, so as to cultivate national identity; (3) Understand the significance of national costume culture.

Content: Can be the main idea, problem, special knowledge, concept, skill, value statement, etc. Whether the selected content is necessary and basic; Authenticity of content; Is the content relevant to society; Are the students interested? Similarly, taking the course of Local costume culture of Liangshan Prefecture as an example, the following specific contents can be appropriately selected according to the characteristics of students, including (1) a brief introduction of the types and characteristics of local costume of Liangshan Prefecture; (2) The relationship between local clothing and local climate and other living and production conditions in Liangshan Prefecture; (3) Common materials of local clothing in Liangshan Prefecture; (4) The similarities and differences between the making methods of local costumes in Liangshan Prefecture and other ethnic costumes.

Learning experience: teaching methods, special strategies in the teaching process, such as role playing, grouping of students, classroom arrangement (the arrangement of classroom equipment can be round or separated). Issues requiring to be clarified include: Whether various modes of activity are used; Whether these are the best ways to achieve your goals; Can the methods adopted enable students to learn actively? Is there any continuity between learning activities? Do learning activities provide a complete and unified experience for students?

For example, in the course of local costume culture in Liangshan Prefecture, you can learn related materials by watching costume brochures and videos, you can also engage in group discussion and try some simple production. At the same time, you can prepare needle and thread, cloth, paper, scissors, picture album and other learning materials and appliances with the use of computer network information and platform.

Evaluation: evaluation should be performed from the aspects of students, teachers and textbooks. Questions to be answered include: is there a variety of countermeasures; Whether you give feedback to students regularly; Is there a link between the evaluation instrument and the objective? As a school-based course, its evaluation requirements should be relatively more relaxed and lively, such as through a simple operation test, language introduction or work presentation.

The curriculum development plan generally includes the design of the whole elements, but the plan should be creative. Teachers should consider various factors in the process of writing the plan, such as the resources to be used in the course implementation, and how to integrate resources and teaching methods.

4.3 The Development of School-Based Curriculum of Primary Schools in Ethnic Areas Should Focus on Building Strong Sense of Community of the Chinese Nation

Teachers should focus on consolidating the community awareness of the Chinese nation as the main line when they consider various factors related to the school-based curriculum development, but the development design of school-based curriculum cannot only rely on teachers, you also need to joint resources, advanced technology and various efforts to promote the development of school-based curriculum in primary schools of ethnic areas so as to achieve value pursuit.

4.3.1 Paying Attention to the Excavation and Connection of Cultural Symbols of the Community of the Chinese Nation

Professor Minhui Qian, a Chinese scholar, pointed out: “The development of school-based curriculum in many ethnic regions emphasizes cultural inheritance but ignores cultural integration; Paying too much attention to folk, local, traditional and national characteristics, on the one hand, it can enhance our own ethnic identity and feelings, on the other hand, it may cause us to go to extremes, resulting in the neglect and exclusion of other cultures...” [8].

Too much emphasis put on our own ethnic culture in the selection of school-based curriculum cultural resources will easily lead to the trend of widening cultural differences, which is not conducive to cultural inheritance and innovation and national identity enhancing. In view of this, in the selection of culture or knowledge, the integration mechanism of “ethnic culture” and “community culture” should be established. The author thinks that the development of school-based curriculum in primary schools can pay attention to the following two points: First, we should actively communicate and interact with other ethnic cultures and community cultures, recognize the contribution of cultures of different ethnic regions to the formation of the Chinese nation, deeply understand that the Chinese nation is a big cultural garden, and then form the concept of “Each in its own beauty, beauty together.” in the Culture of the Chinese nation. Secondly, the ethnic culture part of school-based curriculum in primary schools pays attention to the excavation of “community” symbol. For example, when the development of local historical events is analyzed, the historical inevitability of contacts, exchange and integration among different ethnic areas reflected in this historical story can be expounded.

4.3.2 Optimizing the Multi-governance Structure in the Development of School-Based Curriculum in Primary Schools in Ethnic Areas

The development of school-based curriculum in primary schools in minority areas involves the joint participation of schools, teachers, parents, curriculum experts, market, government and many other subjects, who form a community of school-based curriculum development. However, the essence of the school-based curriculum development community in primary schools lies in that “the school-based curriculum development community must be characterized by pluralism of subjects, mutual recognition, sharing of power and harmony without uniformity”, which is marked by “common vision of members, open organization and new cooperative culture” [9]. To optimize the multi-governance structure is to reintegrate and configure the power structure of the development of primary school curriculum in minority areas. The government should not only fully mobilize the enthusiasm of teachers and students, but also stimulate the market factors to provide support while assuming the value leading and resource support. Only by fully mobilizing the participation enthusiasm of multiple subjects, can the development of school-based curriculum in primary schools of ethnic minority areas be closely linked with the local social development reality and the different demands of individual development of ethnic minority students, and can it play its due functions and values.

4.3.3 Relying on Internet Education Technology to Broaden the Development Channels of School-Based Curriculum in Primary Schools of Ethnic Areas

With the information technology advantages, many ethnic minority areas explored the new path of curriculum development, Such as we can develop the high quality education resources and improve the quality of teaching of ethnic areas through remote counterpart support carried out by the advantaged regional schools, and we can let more people not only respect their own culture but appreciate and understand the culture of other ethnic groups through the interaction among different ethnic culture, so that we can inherit and innovate our national culture constantly to enhance the cognition of “the Chinese people community consciousness”. The school-based curriculum development of primary schools in ethnic minority areas under “Internet+” does not simply pursue the innovation of development technology, Instead, it relies on the Internet to better promote positive innovation in the development path of curriculum resources, the participation of development subjects, and the orientation of curriculum objectives, so as to realize the effective integration of Internet elements and local education resources. With the advantage of Internet, we can continuously improve the sharing, participation and openness of the development of school-based curriculum in primary schools, which is conducive to meet the educational needs of students in primary school of ethnic areas.

5 Conclusion

The connotation of the Chinese nation community consciousness is rich, in short, the Chinese nation community consciousness is the cultural trend to the development of school-based curriculum in elementary school in ethnic areas and goal to pursue, only by grasping the cultural trend, can the development of school-based curriculum in primary schools in ethnic minority areas be more scientific and effective, can it better serve the development of education in ethnic areas.

Authors’ Contributions. This paper is independently completed by Wenjing Luo.

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