

The Analysis of U.S. Curriculum History Turing Development Based on Cultural Angle of View

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Abstract. Along with the development and progress in all fields of society, the social, economic and political background of schools operation has been changing a lot. These change in all aspects, and the development and progress of the curriculum have a very profound impact. Curriculum reform and social development are synchronous, in the study, we cannot only consider it as curriculum events chronicle, or a radical reaction of former reforms, but to use more long-term vision, analyze and research through the narration of the story, organically link the past and present curriculum knowledge and experience of the problems faced in the development, so that the lessons from the past provide reference to educators education behavior. This paper expounds the connotation of curriculum history studies, reviews the history of American curriculum formation, and analyzes the turning development history of the U.S. curriculum history.

INTRODUCTION

As early as the 1970 s, there was a social crisis in the United States, which played a large indirectly effect on the curriculum history of sociological study. This period of curriculum study was set in the social history, and mainly placed curriculum history studies in the field of social history or the history of education research for discussion. Later in the 90 s, the study of curriculum keeps pace with the Times, from "social" to "culture", and the main purpose is to deal with the increasingly prominent cultural tension in United States education. The steering had a great impact on the development of history of curriculum in the United States. On the one hand, it has a rise effect for the history of the curriculum; on the other hand, it also created new way and space for the practice of those U.S. school scholars whose practice space was shrinking. In this case, curriculum history study began from theory to practice, and had a bigger development space of cultural and social fields, which provided more wide-area research way for the research of curriculum history. Research of the characteristics of the dominant culture relation history through the adoption of Foucault's method in American schools thus effectively promoted curriculum theory to become a cultural criticism practice.

THE CONNOTATIVE ANALYSIS OF CURRICULUM HISTORY STUDY

Take western history curriculum study for example. At first, curriculum history was seen as a kind of cultural, social and education related history. By 1987, curriculum history began to be seen as subject field study, and the research focus started transition from social and historical perspective to the history of evolution of particular school subjects. In 1990, curriculum history was regarded as a kind of abstract textbook factor and the main research content was an introduction of curriculum practice history or thought history, appearing in curriculum textbook chapter of history. In 1997, curriculum history was regarded as a case study, mainly on a particular character, curriculum, or the school's contribution in the history or positioning. In 2000, curriculum history was seen as a memorial and oral history, mainly were some interviews view of curriculum history or academic career of some outstanding curriculum scholars. From the development we can define the connotation of curriculum history. From a large aspect, history of curriculum is a sub domain of education, and from a small aspect, it is a secondary discipline in the field of curriculum, not only for the history development of a particular curriculum issue research, also involves the theory structure within subject academic field. Theoretical basis of study of curriculum history is not legists,

but the curriculum concept understanding, it takes curriculum as part of social construct to understand. Traditional curriculum research mainly adopts improving society orientation, and it pays more attention to the present and the future reform movement and recent reform effect, paying attention to the analysis of the existing curriculum practice and thought, and the main analysis points of view are society, history and politics and the study of curriculum theory itself is few [1]. Thus, the occurrence of curriculum knowledge is one of the main content of curriculum history research. In general, the significance of the study of curriculum history is mainly in the following several aspects: First, under the historical background, a particular period curriculum education form, education method and education objects are discussed; Second, analyze the restrictions of the past curriculum for the present curriculum development; Three is to study the past, current, and future curriculum relation of curriculum; Four is to use the past practice to provide the reference for now and future curriculum practice and research; Five is to provide materials for human activities and the research of the motives; Six is to help people better understand the evaluation of curriculum development pattern; Seven is to help people better understand the defined professional and personal life history. History of curriculum is an important part of social history. It not only has the solid foundation of sociology, but also a positive role in promoting knowledge sociology.

THE FORMATION OF THE HISTORY OF CURRICULUM RESEARCH

Until the 1960 s, American scholars, as core strength, led many famous education reform movements. In 1960, however, the federal science and education institutions, scientists, and military prompted *The Process of Education*, which promoted the rise of curriculum reform centered with discipline knowledge structure. Discipline experts, education management scholars and education psychologists have replaced the position of curriculum scholars, thus, greatly reduced the social influence of curriculum history study, and curriculum history study suffered a great deal of survival crisis. Professional curriculum also faced a precarious state, and is difficult to continue to make important contributions to education development. In order to change this situation, scholars began various forms of theoretical innovation. Schwab put forward "practice" to build curriculum system. MacDonald offered "different imagination" to construct curriculum research system [2]. There are many scholars in response to the challenge of social crisis to promote social progress as the goal, and made a lot of effort in this respect to seek different theory tools for social crisis, and put forward a large number of useful ideas. Huber finally put forward an idea through the adoption of "ideology, control, power", etc. "concepts" to research innovation curriculum, and won the majority of scholars' general agreement that opened a new door for curriculum research [3]. Curriculums at this time were not only confined to the field of sociology science and political field to find a new theory, but also associated with the historical view organically to promote the formation and development of the history of curriculum research.

U.S. CURRICULUM HISTORY CULTURAL TURNING DEVELOPMENT

With the development of society and the progress of science and technology changes with each passing day, in the 1980 s, the United States used their advantages accumulated in the Internet, financial, high-tech and service industry areas, first entered "postindustrial society", which had played a huge role in promoting the development of its economy. In the same period, right-wing politicians represented by Ronald Reagan also kept pace with *The Times*, who actively conformed to the trend of *The Times*, and put forward the "new liberalism" policy to protect free market, promote personality, and received widespread support [4]. At the same time, the American society mainstream had no longer a lot of expectations for structural social criticism or revolution, but put hope on individuals having "innovation". In this context, curriculum scholars with political and social criticism orientation, such as Apple, had been under the mainstream's strict criticism, even were forbidden to speak. And the federal government launched "Curriculum Quality Standardization Reform" plan, which easily won the wide support of social mainstream, and got the smooth implementation in the nationwide. A famous scholar of curriculum theory in the 80 s,

Taylor, proposed a more scientific study evaluation mechanism, and made the curriculum study attain the position of authority. From these, we can see that once again curriculum theory innovation faced with the hard predicament [5].

After 80 s, the U.S. the drawbacks of the curriculum reform put forward by federal government emerged, while Apple and others still insisted on their critical stance, and on this basis, introduced "cultural studies" field of vision, leading to social tensions education system, which began to affect teachers, culture, and students' daily life. It proposed requirements for curriculum history study to update; in addition, the exploration and innovation provided a theory of motivation for the rise of curriculum history. From the perspective of the research, the research reform direction on the history of American curriculum is from "social" to "culture". In 1989, historian Lin Hunt created "New Culture" and he argued that since the 1980 s, the story of theoretical research was defined as the turning point of "social theory" to "new culture" change, which laid the "cultural turn" in the study of historical position [6]. In 2002, Lin Hunt made clear that "culture" instead of "society" was the latest mainstream perspective. All of these curriculums in U.S. history research provide a new revelation. In this period, the history of curriculum had a good interaction with the "new culture", and effectively created and promoted the curriculum history study's "cultural turn" theory innovation movement, and received high recognition in the field of history curriculum study [7]. At the same time, American curriculum culture originators thought in new period, the social crisis since the 60 s and the MDC had largely disappeared or were no longer so obvious, and its culture significance also gradually faded. Thus, the history of curriculum research transition development from "culture", the purpose is a response to the cultural conflict caused by American mainstream culture structure in the new period, and on this basis explores more meaningful cultural practice and way of life in line with the time development. In the process of theory innovation, education historian Cohen in University of California, Los Angeles, has not only inherited the progressive pursuit of his mentor, the United States education authority, but also through continuous research, made great contributions to the reality of change and innovation of the curriculum in the United States history [8].

SUMMARY

Curriculum history is about knowledge form. In the study, it mainly studies how things and behavior in school and social form, activity are organically linked in detail. Curriculum history is not only all memory of curriculum's field, but a professional one in the field, and also the extension of personal memory, an extension of educators' share. To sum up, curriculum history, as a branch of "culture" campaign in the new period United States academic area, in terms of "market" or practice space, in the 1980 s, curriculum history study "culture" transition was a success, which played a certain role in promoting the progress of social culture activity in the United States and the United States curriculum study academic process.

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