

The Difficulties and Countermeasures Research of Home Economics Curriculum Setting in Chinese Primary and Secondary School

Ying Wu^a, Neng Li^b, Guiyu Qu^c

Department of Home Economics, College of Humanities, Jilin Agricultural University, Changchun 130118, China.

^a20967890@qq.com, ^b1379619130@qq.com, ^c1648091386@qq.com

Abstract. With the deepening of the current elementary education new curriculum reform and stronger implementation quality education, the settings of home economics curriculum has important significance for the improvement of the national overall quality and promoting the socialization. The home economics education is a marginalized position in the school curriculum, students are lack of homemaking quality and ability of living independently, aiming at these problems, in this paper, according to the feasible exploration and analysis of home economics curriculum of primary and secondary schools setting, the problems that home economics curriculum face are analyzed, and the targeted countermeasures were put forward, this paper provides the reference for forming curriculum structure and system of complete home economics education.

Keywords: Primary and secondary schools; home economics education; curriculum setting; feasibility

1. Introduction

In recent years, due to the influence of the new curriculum reform and quality education idea change, the home economics education of Chinese primary and secondary schools has obtained substantial development in local area. But because of some influence of some factors, there are many problems; it restricts the development of the home economics education of primary and secondary schools in China. This paper states and summarizes from the following several aspects.

2. The Problems that Home Economics Curriculum Setting of Primary and Secondary Schools Faced in China

2.1 Education System Problems.

The system absence causes the curriculum status marginalized

"Home economics curriculum is a new curriculum formation area; it more needs attention and support by the educational administrative departments, the management of educational administrative departments at all levels plays an important role on the effective implementation of curriculum. It can be through the policies and regulations, with the aid of administrative means, the direct power are into implementation and development of home economics curriculum from the system and organization. However, our country still lack policy and system guarantee that can normally carry out home economics curriculum, and the educational funds investment are and the social public opinion guide are not enough further. Whether schools carry out home economics education or not, and the height of implementation validity are mainly depended on the reform idea of the school leaders and teachers' understanding and support on home economics education, the lack of system from the start indicates the marginalized position of home economics education curriculum in the school curriculum system.

2.2 Lack of Evaluation Causes All Parties Perfunctorily Manage.

Home economics curriculum disconnects teaching evaluation, which makes the curriculum implementation lack driving force, and the three aspects negative effect are directly caused on curriculum implementation. First, the school leaders think whether home economics education is implemented or not and actual effect has not too great relations with reputation of school, they don't

want to put into resources. Second, teachers think that implement home economics education is useless, teaching and no teaching, teaching well and bad are all the same, so the teachers' implementation action is weak, enthusiasm is not high. Third, some students and their parents think that home economics education better just surface acting, also less important than Chinese, mathematics, foreign language main subjects, therefore, students' learning enthusiasm is not high, the support of parents is small.

2.3 The Constraint of Exam-oriented Education Concept.

The correct education idea is the premise that correct education practice effectively implement. The traditional exam-oriented education concept makes the all sectors of society on the only educational evaluation is students' examination scores, in this case, the teacher's "teaching" around the exam, the students' "learning" aim on the exam, "examination" is a center, "test" is fundamental. And home economics curriculum as comprehensive practice curriculum without examination, it takes much and energy, the "examination" and "scores" is the fundamental educational concept, under this guidance, many teachers think that the course is only one kind of "embellishment" in school curriculum, it is difficult to normally implement. Exam-oriented education concept dampens the enthusiasm of the teachers involved in home economics, muzzle the thought of school administrators, influence management decisions of school home economics, but also greatly affect the family education. Many parents think learning good is the only condition that children become successful and talented, the only task of children is to study, children who participate in family business is a burden for them, this will inevitably affect their academic performance. Affected by the "To be a scholar is to be the top of society" concept, Chinese most parents ignore the child's home economics education.

2.4 The Teaching Resource Allocation is not Reasonable.

Curriculum implementation ways are single

Many schools have no home economics education curriculum implementation scheme, plan, or even the resource pack or school traditional activity are modified into a "solution", "gold content is low", local adaptability is poorer; infiltrated way of curriculum is single, students can't operate concrete practice, the teaching effect is poor. At present, there are two main ways in the implementation of the home economics education, the first is the special home economics activity curriculum, it as the main way. The teacher set special home economics education curriculum according to students' development level and home economics knowledge itself logic sequence, establish special home economics education theory course and home economics education practice course. But at present colleges that open home economic education do not have complete teachers, sites and the construction of facilities in our country. The second way of home economics education implementation is in the practice exercise in school, family and community life, which is called a penetrating teaching way. It includes penetrative education in school, family, and community activities. Because home economics education in the school is limited by time and space, the way and the scope of knowledge is very limited.

Home economics education faculty is not enough

After the founding of new China in the 50s, home economics education is generally believed as feudalism, capitalism, revisionism content, and it is the noble education, therefore, home economics major had been cancelled in the national colleges and universities major adjustment in 1952, so home economics education primary and secondary schools was interrupted. At present, although much higher schools has opened home economics major or optional courses involved in home economics in our country, but scale is small, quantity is limited, popularization education is still a considerable gap. Most home economics education is still concentrated in vocational training and non-teacher training in our country. It can be said that the number of teaching staff in home economics education are seriously short; it is the main factors that affecting the popularization and multi-level implemented home economics education in our country.

Teaching equipment is not in place

As an applied discipline, home economics education specially emphasizes hands-on operation and practice. In the process of students receiving in home economics education, they mainly through form of hands-on operation and teaching practice sum up experience and acquire knowledge and skills. At present, there are different levels of theory and practice divorce in the education of primary and secondary schools in many countries, and home economics education with unique applicability, practical and operational and subject characteristics, it is popular in many countries. Home economics education teaching needs basic operating tools; equipment configuration and laboratory construction. In the case of incomplete subject construction in our country at present, various facilities configuration also does not reach the designated position.

3. The Effective Countermeasure of Home Economics Curriculum for Primary and Secondary Schools in China

3.1 From the Educational System to Guarantee Curriculum System Implementation, Establishing the Teaching Evaluation System.

Lack of home economics policy and institutional guarantee, it is important factor that restricts the development of the home economics education of primary and secondary schools in our country, perfect and systematic discipline institution are built to ensure concrete theory teaching of discipline and the development of practice teaching, and make the discipline construct smoothly. Schools and relevant departments must make corresponding solutions, such as course organization system, teaching system, class hour security system; perfect the formal teaching program of home economics education. Institutional guarantee is the backbone that any education activities could be carried out well, educational administrative department and the school should make some necessary rules and regulations to make the development of home economics education into effect. In this way, teachers and school will fundamentally receive support; from the policy help home economics education into the students' real life.

Meanwhile, the establishment of home economics education in primary and secondary schools must from the systematic level, the home economics education from training target, teaching content, and teaching mode puts forward new evaluation concept and evaluation method. Home economics curriculum can have three specific evaluation ways, one is the students' self-evaluation, another is evaluation of home economics education teacher, and the rest is parents' evaluation. The students' self-evaluation was in the course of doing and curriculum after a period of time, ability itself from the study of the curriculum, and recognizes objectively the course. The evaluation of teachers from teaching, in the knowledge system of home economics education, it is recognized and accepted by students, as well as the effect of the students' body. Parents' evaluation is directly experienced from their children's living habits and behavior change.

3.2 Advocate Quality-oriented Education; Change the Idea of Teachers and Parents.

The purpose that schools implement quality-oriented education for the student is to strengthen foundation, develop intelligence, cultivate non-intelligence factors, and improve the students' quality in an all-round way. The goal and content of home economics education are consistent with purpose of quality-oriented education, at present, and our country middle and primary school curriculum setting lack course with relevant content. Way of thinking determines the behavior way of people, ideas and attitude from a certain extent decides the result of things. To get successful results of education, the ideological understanding must be across a height and change ideas. First, change the school teacher's educational idea. School teachers and leaders can review from the concept, comprehensively understand the importance of home economics education on cultivating the students' ability of life and improving students' quality of life, from the school level causing students' interest in studying home economics knowledge, and stimulate students' enthusiasm. Second, change traditional education concept of parents. Parents understand the true content of the home economics education, and parents recognize the importance of home economics education to the child life, children's character and influence on personality quality, from the family education cause the

children to take home economics education. Again, the school and parents help students to change the traditional thinking set. Parents, teachers as an example to the students correctly guide the students, let the student experience home economics knowledge to their own and others benefits and change in daily life, and from the perspective of students' cause love of home economics knowledge, establish the subject consciousness, pay attention to the study of home economics knowledge.

3.3 Strengthen the High-quality Configuration of Teaching Resources.

Improve the course construction and teaching management

Our country middle and primary school can be on the basis of the work class and the social class, increase the content of the home economics education, constantly explore and improve the home economics courses in teaching practice. Encourage schools according to the actual situation of area, the home economics education as a school-based curriculum are developed, by home economics education curriculum to achieve purpose of student's quality-oriented education, thus promote the development of home economics education theory and practice in our country. School should really take the two ways of home economics education curriculum implementation in primary and secondary schools, on the one hand, open home economics education overall and effectively, on the other hand, combined with school, community and family, design rich curriculum activities, in which domestic education is penetrated; practice is indispensable to home economics education, thus family is main, and community is auxiliary, these practice must be established. Meanwhile, pilot education must be done well, timely promoted. It is suggested that small range teaching experiment can be done in regions where conditions permit, sum up experience and lessons, when conditions are ripe to a wider range of promotion, so that the loss caused by a massive practice can be avoided.

Strengthen the construction of home economics education faculty

To strengthen the construction of home economics education teachers is the essential condition that guarantee teaching develop smoothly. Home economics education is a comprehensive discipline combined with natural science and social science in many aspects, which requires teachers of home economics education must be talent integrated with all kinds of knowledge, and flexibly use various knowledge and skills to deal with all kinds of practical problems in home economics education, therefore, qualified teachers is the key condition to the implementation of home economics education. One solution that solve problem of current primary and secondary school teachers lack, it can make full use of the advantage of the existing home economics discipline in colleges and universities, actively train technology courses of middle and primary schools and teachers social studies intensively, enrich the home economics theoretical knowledge and improve practical skills. At the same time, the education department should strengthen home economics department setting in higher institutions; exploit the advantages of education departments in normal universities and comprehensive universities to set up home economics department, cultivate specialized teacher talents.

Guarantee equipment of teaching facilities fully

Facilities guarantee must from the actual situation, various different types, different levels of homemaking training base and internship places are established, the basic experiment and training facilities that is consistent with the content of the educational requirements are equipped, provide the necessary material base for students to participate in practice studying, homemaking service skills, the students' learning interest and participation extent are improved. We can use home economics curriculum "comprehensive study" concept in primary and secondary schools, students are guided to carry out on-the-spot investigation in areas associated with basic necessities of life, by using resources sharing of community facilities, field operation and other measures, not only save the unnecessary capital investment, but also improve the intuitive teaching effect. It also can make operation and production principle of basic necessities aspects more intuitive to teach students through modern teaching media production.

References

- [1] Wang Baoxiang, Liu Hongbo: Collaborative Education: New Development of Education in School, Family and Society [J], China Education Daily, 1999, (3).
- [2] Su Jiemei: Existing Problems Analysis of Comprehensive Practice Curriculum Implementation in Guangxi Border Areas [J], Journal of Guangxi Education, 2008, (9).
- [3] Tang Yalan: Strengthen psychological communication to effectively promote home cooperation [J], Journal of Education and Teaching, 2009, 4.
- [4] Shi Yanhong: The implementation way of the elementary school home economics education [J], Journal of Primary School Moral Education, 2004, 9:43.