

The Exploration and Practice of the Curriculum form of Intellectual Training Schools under the Background of Curriculum Standards

Yue,Yangke Mao,Rongjian

College of Special Education, Beijing Union University, Beijing, 100075, China

Abstract: By reviewing the course of reform and development of intellectual education curriculum, it can be found that the formulation of curriculum standards for compulsory education in intellectual education schools is extremely important to improve the quality of education and meet the needs of special education. By exploring the course forms of intellectual education schools under the current educational background, including subject courses, comprehensive courses and activity courses, the paper analyzes their application and characteristics in the teaching of intellectual education schools. Based on this, the paper puts forward the prospect of the future development of intellectual education school curriculum, including the introduction of educational technology, the promotion of interdisciplinary integration and the expansion of activity curriculum content and form. Through these discussions, this paper aims to provide theoretical support and practical guidance for the curriculum reform and practice of intellectual education schools.

Keywords: Intellectual education school; Subject courses; Comprehensive curriculum; Activity course

DOI: 10.62639/sspjess05.20250202

1. Introduction

(1) The development background of intellectual training curriculum reform

Since the 1950s, China's intellectual education began to sprout and gradually develop. In 1984, with the official establishment of intellectual education schools, intellectual education schools have been promoted throughout the country. So far, the curriculum construction of intellectual education schools in China has more than 30 years of history, from the initial reference to the curriculum system in the field of general education, to the independent development of basic courses suitable for children with different degrees of intellectual disability, and then to the development and improvement of school-based curriculum, this process fully demonstrates the country's attention to special education and the continuous progress of the curriculum system of intellectual education. The characteristics of the curriculum reform include: the focus of the curriculum changes from the traditional subject knowledge to the improvement of life adaptability and life quality; The curriculum structure has changed from the teaching of separate subjects to the comprehensive curriculum.

In recent years, the research on the curriculum of intellectual education school is extensive and in-depth, covering many aspects of curriculum reform. In terms of the concept of curriculum reform, Yang Jing pointed out that the current curriculum design of intellectual education schools in China embodies the guiding ideology of improving students' life quality as the core, aiming to stimulate students' potential, enhance their self-expectations, attach importance to personal value, cultivate independent living ability and social participation, and thus improve happiness. At the level of goal research, Xie Ming emphasized the

(Manuscript NO.: JIESS-25-2-62002)

About the Author

Yue,Yangke (2001-), female, Han, Hebei Province, postgraduate, Beijing Union University, Special Education. Beijing 100075, China.

Mao,Rongjian (1974-), male, Han, Hebei Province, associate professor, Beijing Union University, Special Education. Beijing 100075, China.

principles that should be followed when formulating the educational goals of intellectual schools, such as people-oriented, potential development priority and personalized teaching, while taking into account the rehabilitation goals, ensuring that children have a healthy physical state, reduce or correct bad behaviors, master basic life skills through learning, and better integrate into society. Reduce the burden on families and society. At the level of setting research, Du Xiaoxin et al. proposed a comprehensive curriculum setting scheme, advocated the principle of defect compensation, and supported children's future development. Promote the model of combining medical education and strengthen the training of professional personnel; Build a comprehensive, coherent, dynamic and orderly curriculum system. On the level of school-based curriculum research, Wang Shuqin discussed how to develop school-based curriculum that meets students' needs and contributes to teachers' professional growth from the perspective of promoting social adaptability, and advocated cooperation and innovation among institutions.

(2) The importance of curriculum standards for compulsory education in intellectual education schools

In 2001, the Ministry of Education issued the Outline of Basic Education Curriculum Reform (Trial), emphasizing the need to vigorously promote the reform and adjustment of basic education curriculum, including curriculum system, structure and content, in order to build a new system that meets the requirements of quality education. In 2007, the Ministry of Education launched the "Experimental Program of Compulsory Education Curriculum Setting in Intellectual Education Schools" (hereinafter referred to as "Experimental Program"); In 2016, the Ministry of Education issued the Curriculum Standards for Compulsory Education in Schools for Intellectual Cultivation (hereinafter referred to as the Curriculum Standards), which clearly requires all localities to attach great importance to and actively create conditions to ensure the full implementation of the curriculum standards, and increase the development of special education curriculum resources in light of local realities and the special needs of disabled students. So far, the national basic education curriculum reform, including special education schools, has been comprehensively promoted, and the Curriculum Standards have played a significant role in promoting it.

From the development of the experimental scheme to the introduction of the new curriculum standards, it reflects the continuous development and progress of the discipline construction and curriculum construction in the school for intellectual cultivation. On this basis, a set of new curriculum standards suitable for China's national conditions is put forward, which is the basis for relevant departments to compile textbooks and evaluate teaching in special schools, and is also an important reference for teachers of training schools to carry out teaching design and implementation. Li Tianshun analyzed the characteristics and needs of the new curriculum standards and proposed that the preparation of the new curriculum standards should take the implementation of the Party's educational policy as the main line, the implementation of moral education as the first principle, the core socialist values throughout the whole teaching process, the promotion of the comprehensive development of special children as the center, and ultimately promote their better adaptation to society. Xu Jiacheng believes that the new curriculum standard has the characteristics of comprehensiveness, flexibility and effectiveness. Comprehensiveness means that the new curriculum targets all students, rather than certain students with learning disabilities, which requires special education teachers to be able to accommodate all students in the classroom. Flexibility is reflected in the flexibility of curriculum standards, which is reflected in the ability of teachers to operate and implement teaching content and teaching resources in a variety of ways, so that the teaching content can be accepted by students at different levels. Effectiveness is to conduct targeted teaching for each student according to their specific situation and the nearest development area, carry out the course objectives to the end, achieve high-quality teaching, and enable each student to achieve maximum development. In addition, Huang Wei stressed the significance of the implementation of the new curriculum standards: it provides an effective reference for the implementation of the curriculum for moderate to severe children and children with multiple disabilities, provides a key means

to achieve the popularization of compulsory education and improve the quality of teaching, and is also an important practice to promote educational equality. He said that the current intellectual schools of moderate and severe intelligent disabled children and multiple disabled children in the education of the object accounts for a considerable proportion, so the new curriculum serves the object.

The promulgation and implementation of the Curriculum Standards for Intellectual Education Schools marks an important progress in China's special education curriculum reform, aiming to meet the educational needs of children with moderate to severe and multiple disabilities through comprehensive, flexible and effective curriculum design. The standards emphasize the importance of individualized education and strive to achieve the all-round development of special children, so as to promote educational equity and build an integrated environment.

2. Present Situation of Teaching Curriculum in Intellectual Education School

(1) The characteristics of different courses

Curriculum is a kind of concentration of educational ideas and thoughts, it is the blueprint to realize the purpose of education, but also the most important basis for educational teaching activities. Before 2000, the special education school in our country carried out the subject teaching, the blind school, the deaf school, the intellectual school three kinds of schools are more to combine the subject curriculum and the activity curriculum. After entering the 21st century, the state has optimized the curriculum of special education schools, clarifying that the nine-year compulsory education stage is dominated by comprehensive courses, and the teaching mode of combining subject courses and comprehensive courses is implemented in senior high school ^[13]. This also reflects the progress and development of China's special education curriculum, which is mainly divided into general curriculum and selective curriculum, which is mainly characterized by the subject curriculum as the main body to help special children return to the collective classroom.

On the basis of the long-term implementation of the class teaching system, the intellectual school offers six general courses, namely, life language, life mathematics, life adaptation and labor skills, singing and swimming and rhythm, painting and handwork, and sports and health care ^[14]. On the one hand, in-depth implementation of the national curriculum, emphasizing the authority of the national curriculum, systematic, professional; On the other hand, respect individual differences of students, take life as the core, innovate and use the national curriculum to meet the development needs of students with different abilities, and encourage them to gradually give play to their own talents and realize a dignified life. Through the overall drive, hierarchical promotion, results-oriented, accurate breakthrough, practice and summary, promotion and reflection. After more than ten years of exploration and practice, on the basis of the best practice, the common development of teachers and students has been achieved, breaking through the barriers and constraints of the class teaching system, solving the dilemma of teachers' teaching difficulties and students' learning difficulties in the same classroom, so that the national curriculum can be deeply implemented, school-based and characteristic. Comprehensive use of dynamic, tracking, display, practice and other evaluation methods to conduct a single subject, multi-subject comprehensive evaluation of students, focusing on the accumulation of evaluation materials and the recording and analysis of students' learning results.

The selective courses of intellectual education schools mainly include rehabilitation courses and skills courses. The school offers rehabilitation courses, sensory integration training and other courses, through running, jumping and other big movement training, constantly enhance students' physique and exercise students' physical coordination ability. According to the actual situation of special students, we will tap the potential of each special student and give full play to their strengths. We will offer manual skills courses such

as calligraphy, intangible cultural heritage tie-dye, Tuoxiang, spiritual drum, drum kit, corsage making, clay making, etc., to enrich life, cultivate body and mind, and broaden our vision. To help students learn a skill and prepare for an independent life in society ^[15]. Take Anhua School in Chaoyang District of Beijing as an example, its vocational high school classes offer cooking, home economics and other courses according to each student's specialty, fully tap the potential of students, so that each student can develop to the maximum extent.

(2) Comprehensive curriculum characteristics

From the perspective of the world, the reform and development of Integrated curriculum has gone through a process of nearly 100 years, and the curriculum reform in the field of special education in China is also in progress. Comprehensive course is a form of curriculum integration, which integrates the original sub-subject course content with other types of course content, aiming to break the boundaries of various knowledge, so that students can have a comprehensive understanding of the world and have an in-depth understanding of practical problems. On this basis, they can flexibly use the knowledge they have mastered to solve practical problems in the real world ^[16], cultivate students to form an overall understanding of knowledge, and emphasize the integration of curriculum content as an inevitable requirement to meet students' special educational needs. On this basis, many schools have reflected on the setting and implementation of the curriculum. As more and more schools begin to attach importance to the comprehensive curriculum, each school has conducted in-depth discussion and practice in the setting, management and implementation of the comprehensive curriculum, and has shown its own characteristics, as follows:

1) The course orientation is more functional and focuses on life adaptation

Compared with general education, the comprehensive curriculum of intellectual education schools focuses more on life adaptation and functionality in content selection and design. This curriculum orientation emphasizes the integration of content taught in books with the realities of students' daily lives ^[17], with a particular focus on the skills and behavioral development required by students in environments such as family, community, and school. By refining the teaching theme from life, it aims to prepare students for independent living in the future, so as to reflect their functional characteristics more ^[18]. For example, in the second volume of the life adaptation textbook of the second grade, under the theme of the third unit "Family life", the section of "Household Appliances" emphasizes that students should know common household appliances and know their functions. In other words, the comprehensive curriculum of the intellectual development school integrates a variety of knowledge, skills and adaptive behavioral training, focuses on the integration of knowledge and skill learning, and provides individualized support so that students can learn and apply life skills in a real life environment. Such curriculum design helps students better adapt to social life and improve their quality of life.

2) The curriculum type is mainly subject based and social based, and gradually transitioning to children based

The comprehensive curriculum design of intellectual education schools in China is similar to that of general education on the whole, but there are also significant differences. In contrast to general education, the curriculum of intellectual schools is not strictly designed to follow a single, extreme model. On the contrary, the school usually chooses the appropriate integration model according to the specific characteristics of the students, the unique characteristics of the school environment, the values of the community and the characteristics of the learning content itself. This diverse and comprehensive curriculum design not only covers multiple aspects such as subject knowledge, social reality and children's interests, but also pays special attention to students' life experiences and interests. For example, in the life adaptation course, "Organizing your own tableware" and "Using Public toilets", these courses take students' daily life events, problems or

situations as clues in the form of comprehensive courses, emphasizing the combination of social experience and knowledge, while gradually shifting the focus of course design to students' life experience and interests. With the extensive dissemination and in-depth practice of individualized education ideas in the field of special education, as well as the continuous exploration and implementation of individualized education plans, the child-centered curriculum design concept is gradually becoming a hot topic in research and practice.

3) The comprehensive level of courses is basically "related courses" and "integrated courses"

According to the degree of curriculum integration, comprehensive courses are divided from shallow to deep into related courses, integrated courses, broad area courses, core courses and activity courses, which can be organized and presented by disciplines, activities, problems and themes^[20]. In a related curriculum, two or more disciplines are related to each other on some topic or point of view, while maintaining the relative independence of their respective disciplines. In contrast, the structure of fusion course is more close, it integrates related disciplines into a new discipline, making the boundaries between the original disciplines become blurred to form a new organic whole. At present, a small number of intellectual education schools are actively exploring the comprehensive curriculum of the whole subject, and strive to move forward in these directions. On the whole, different from various types of comprehensive curriculum research in general education, the practical research of comprehensive curriculum in intellectual education schools is still in the preliminary stage of exploration. In practice, the comprehensive curriculum of intellectual education schools shows more characteristics of related courses and integrated courses.

(3) Activity curriculum features

The school activity curriculum plays a vital role in the process of educating students, which has far-reaching significance for the school curriculum construction, teachers' professional growth and students' development. Under the guidance of the curriculum standards for intellectual development, the overall education takes thematic teaching as the core. Based on the assessment of students and the individualized education plan, the grade education theme is designed and the curriculum standard is integrated into the thematic education. According to the actual level of students, teachers should integrate the textbooks approved by the Ministry of Education, the school's curriculum resource base and the previous teaching content to determine various forms of curriculum content.

Under the background of thematic teaching, activity courses mainly undertake the task of education training and potential development for students with special needs and special talents. The course is organized in a way that breaks class boundaries and uses group activities to ensure full participation, usually scheduled in the afternoon. At present, the activity courses offered by the school include gardening, tea art, dance, percussion, chorus, clay, woodcut, Chinese painting, cartoon painting, adhesive painting, football, ball rolling, table tennis and other types. Take Anhua School in Chaoyang District, Beijing as an example. Every Wednesday afternoon, members of each class are disorganized in the form of community activities, and then classes are taught in the form of community classes selected by students. This activity course is a typical example of the school integrating curriculum resources according to the actual level of students.

3. The Application of Three Kinds of Curriculum forms in the Teaching of Intellectual Training Schools

In the educational practice of intellectual education school, the sub-curriculum, the comprehensive curriculum and the activity curriculum each play an important role, they complement each other, and jointly promote the all-round development of students.

Subject courses in intellectual schools are mainly based on life language and life mathematics, which pay attention to the teaching of basic knowledge and the training of basic skills. For example, in the life language course, teachers will teach students basic language communication skills through specific daily life scenes, such as shopping, asking for directions and other practical dialogues ^[21]. The Life mathematics curriculum focuses on teaching students basic mathematical skills in everyday life, such as simple calculations and the use of money. ^[14] The implementation of these courses helps to promote the better integration of special students into society.

The application of comprehensive curriculum in intellectual schools pays more attention to the integration of interdisciplinary knowledge and the cultivation of practical ability in life. For example, through the theme of "supermarket shopping", teachers can integrate the knowledge of multiple subjects such as mathematics, Chinese and life skills, so that students can learn currency calculation, commodity selection and communication skills in the process of simulated shopping ^[15]. This kind of curriculum design not only enhances students' comprehensive application of knowledge, but also improves their ability to solve practical problems.

Activity courses pay more attention to students' individual development and potential development. In intellectual schools, activity courses usually include art, sports, crafts and other types. For example, through the horticultural activity course, students can not only learn the knowledge of plant cultivation, but also cultivate patience and responsibility in practice ^[17]. Art activities, such as painting and music, can help students express themselves and improve their aesthetic ability ^[18]. The implementation of these activities not only enriches students' campus life, but also helps to discover and develop students' special talents.

4. Future Expectations

Facing the future development of intellectual education school teaching, it is necessary to discuss the further optimization and improvement of sub-subject curriculum, comprehensive curriculum and activity curriculum from the perspective of future outlook. The following are some thoughts and suggestions for the future development of the three curriculum forms.

First of all, with the continuous progress of educational technology, the teaching methods of sub-subject courses are expected to be more personalized and flexible in the future. Through the introduction of intelligent education platform and virtual reality technology, sub-subject courses can provide each student with a personalized learning path and timely feedback, so as to better meet the individual learning needs of students ^[19]. In addition, the content of sub-subject courses also needs to be constantly updated to adapt to the development of society and the needs of students' future life, such as increasing the educational content on environmental protection and information technology.

Secondly, the comprehensive curriculum should pay more attention to the deep integration of disciplines in the future development. This means that it is not only necessary to realize the integration of disciplines in curriculum design, but also to promote the collaboration among teachers of different disciplines in teaching practice to jointly develop and implement curriculum ^[20]. At the same time, the evaluation system of the integrated curriculum also needs to be further optimized to comprehensively assess the performance and development of students in interdisciplinary learning.

Finally, as an important way to cultivate students' hands-on creativity, activity course should further expand its content and form in the future. More community service and social practice projects can be considered to enable students to learn and grow in the process of participating in social activities ^[18]. At the same time, the implementation of activity courses also needs more social resources and professional support, such as

cooperation with local cultural institutions, sports organizations, etc., to provide students with more abundant learning opportunities.

5. Acknowledgement

I would like to express sincere gratitude to all the individuals and institutions that have supported this research. Special thanks to my supervisor, whose guidance and encouragement were invaluable throughout the study. I also thank my classmates and fellow students for their cooperation and help in making this research possible.

References

- [1] Chen, G., & Yang, G. (2018). Construction and implementation of the survival education curriculum system in special education schools. *Anhui Education Research*, 7, 12-13.
- [2] Dai, J. (2003). The current status and opportunities for the development of integrated curriculum in China. *Educational Science Research*, 7-8, 60-64.
- [3] Du, X., Wang, H., & Huang, Z. (2007). On the construction of the curriculum framework for special education schools in China. *Chinese Journal of Special Education*, 5, 13-18.
- [4] Li, S. (2019). The development strategy of special education curriculum in China: Review and prospects. *Modern Special Education*, 12, 3-11.
- [5] Li, T. (2019). Fully implement curriculum standards and vigorously improve the quality of special education. *Modern Special Education*, 3, 5-7.
- [6] Li, X. (2016). Analysis and suggestions on the current practice of integrated curriculum in special education schools in China. *Modern Special Education*, 10, 56-61.
- [7] Lu, X. (2022). Investigation and research on the implementation status of the new curriculum standards in special education schools. *Liaoning Normal University*. DOI:10.27212/d.cnki.glnsu.2022.000930.
- [8] Ministry of Education. (2001). *Basic Education Curriculum Reform Outline (Trial)*. Retrieved August 12, 2023, from http://www.moe.gov.cn/srcsite/A26/jcj_kcjcgh/200106/t20010608_167343.html.
- [9] Ministry of Education. (2007). *Experimental Plan for the Curriculum Setting of Compulsory Education in Special Education Schools*. Retrieved August 12, 2023, from http://www.moe.gov.cn/srcsite/A06/s3331/200702/t20070202_128271.html.
- [10] Ministry of Education. (2016). *Compulsory Education Curriculum Standards for Special Education Schools (2016 Edition)*. Retrieved August 12, 2023, from http://www.moe.gov.cn/srcsite/A06/s3331/201612/t20161213_291722.html.
- [11] Sheng, Y. (2012). The transformation of contemporary special education curriculum paradigms. *Foreign Education Research*, 39(1), 98-105.
- [12] Wang, S. (2009). A preliminary exploration of the construction of school-based social adaptation curriculum in special education schools. *Modern Special Education*, 5, 29-31.
- [13] Xie, M. (2002). Conceptions on the training objectives and curriculum setting of special education schools. *Modern Special Education*, 9, 7-8.
- [14] Xu, J. (2017). The basic characteristics of the compulsory education curriculum standards for special education schools. *Modern Special Education*, 1, 8-9.
- [15] Yang, J. (2011). The embodiment and enlightenment of the quality-of-life-oriented curriculum concept in the curriculum reform of special education. *Modern Special Education*, 3, 17-19.
- [16] You, B. (2002). *Integrated Curriculum Theory*. Shanghai: Shanghai Education Press.
- [17] Zhang, W., & Lan, J. (2015). A review of research on the development of school-based curriculum in special education schools in China. *Suihua University Journal*, 35(4), 48-51.
- [18] Zhou, Y., Song, W., & Gu, X. (2019). Practical research on the curriculum forms and support strategies of special education schools under the background of curriculum standards. *Modern Special Education*, 9, 38-41.
- [19] Zhu, Z. (2019). The basic basis and role of the formulation of the *Compulsory Education Curriculum Standards for Special Education Schools (2016 Edition)*. *Modern Special Education*, 17, 29-32.
- [20] Jia, R. (2024). "One Body, Three Wings" integrated curriculum helps special children return to society. *Suihua University Journal*, 44(7), 14-16.