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Theoretical Construction and Practical Exploration of the Value Cultivation Model from the Perspective of Curriculum Integration

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Abstract: Curriculum and textbooks are the main carriers for primary and secondary schools to implement the cultivation of core values in China. Based on theoretical perspective of Curriculum Integration and the Value Cultivation Mechanism of Shaanxi Normal University Affiliated Primary School, the cultivation of values should follow the three principles of holographic coherence, integration of emotions and reasoning, and consideration of both internal and external factors. In the process of practice, the cultivation of values should be carried out through textbooks to explore value information. Then, teachers should design teaching plans based on the basic situation of students. Teachers guide students to have a concrete understanding of values by designing appropriate scenarios. Students construct identification with values through specific emotional experiences. After classroom teaching, teachers should reflect on specific teaching actions to achieve the normalization of values cultivation. Through the above five paths, value cultivation can be gradually integrated with curriculum and teaching.

1. Introduction

In 2012, the report of the 18th National Congress of China clearly proposed the basic system of core socialist values for the first time. In 2013, the General Office of the CPC Central Committee issued the Opinions on Cultivating and Practicing Core Socialist Values, which clarified the specific requirements for the cultivation of values. In 2017, the General Offices of the CPC Central Committee and the General Office of the State Council issued the Opinions on Deepening the Reform of the Education System and Mechanism, which proposed to improve the systematic implementation mechanism of moral education and education, and emphasized the construction of an integrated moral education system for large, medium, young and children guided by the socialist core values. Since then, major, middle and primary schools all over the country have successively carried out learning and education activities on socialist core values. Combined with the existing research, we find that the relevant research on the cultivation of values highlights the following three characteristics: first, the research objects are mainly concentrated in the higher education stage,

the secondary education stage occupies a certain proportion, the primary education stage is the least; second, the research subjects mainly focus on Ideological and Political or Moral, Chinese, History and other disciplines are more Science subjects, Mathematics and relatively few; third, the research content mainly focuses on the cultivation mode and path of macro exploration, and the operational classroom teaching practice path exploration is relatively few.

The inclusion of core socialist values in textbooks, classrooms and minds is an important measure for China to vigorously promote the construction of socialist values. Under the background of the new era, school education has become an important carrier to promote the construction of socialist core values in China. As an important force related to the future development of the country, how to promote primary school students to develop a correct value concept system, is particularly important for basic education. This requires that the value cultivation should be incorporated into the whole process of primary education, and fully implemented in every link of school education and teaching work. The value cultivation has become an important part of school education and teaching work. School curriculum and subject teaching materials are the main carrier of school education implementation to educate people by culture, and have an important role of bacon casting soul, enlightening wisdom and increasing wisdom. How to promote the theoretical construction and practical exploration of value cultivation under the perspective of curriculum integration has become an important problem for school educators to solve urgently. Taking the primary school mathematics curriculum as an example, the goal of this study is to explore the practical path of cultivating values based on the horizon of curriculum integration and the core values of the inner mechanism^[1]. We hope that the viewpoints of this study can provide reference and inspiration for school educators to innovate and carry out value cultivation work.

2. Theoretical Framework

As the starting point and foothold of the school to implement the goal of value cultivation, the curriculum promotes the cultivation of values through curriculum integration, helps to promote students to realize the internalization and generation of socialist core values in a subtle way, and effectively improve the overall effect of promoting the cultivation of values in primary and secondary schools. As a course and the sum total of students' learning activities and experience, classroom teaching is the main representation in school education, supplemented by hidden representations such as environment and atmosphere. Curriculum integration highlights the integrity, and emphasizes the effective connection of various learning experiences through a series of activities, so as to achieve the goal of comprehensive education orientation^[2]. In the stage of primary education, mathematics curriculum has the characteristics of basic, universal and developmental, and undertakes the important responsibility of cultivating people by virtue and developing students' core qualities. Classroom teaching is the main channel to highlight and realize the value of subject course education. Therefore, the key to integrating values cultivation with primary school mathematics curriculum lies in the integration at the classroom level. It emphasizes classroom teaching as the core and organically connects in class and out of class, before class and after class, inside of class and outside of class. The timely integration of value cultivation information into classroom teaching is the main path for implementing value cultivation in subject courses. By subtly integrating primary school students' understanding of socialist core values into curriculum activities, and utilizing curriculum activities to transform them into students' experiences and development.

Based on the physical and mental development of primary school students and the characteristics of primary school education, the Affiliated Primary School of Shaanxi Normal University proposed a mechanism of value cultivation consisting of Value Recognition→Daily life→Integration and

Infiltration→Practice and Experience^[3] through 6 years of practical exploration. First of all, Value Recognition is the premise of value cultivation work. On the basis of reaching a deep consensus on value cognition, only when teachers and students can form a consistent and strong emotional resonance, and the cultivation of values can be carried out step by step on this basis. Secondly, Daily life is the realistic basis of the value cultivation work. In the process of value cultivation and practice, teachers should closely integrate students' daily life with value cultivation, and guide students to perceive, experience and understand values in real life, so as to clarify the authenticity and daily nature of the existence of values. Thirdly, Integration and Infiltration are the main path of value cultivation work. Values cultivation and school education work are not separated, between the two are closely integrated. People, things and things in school education are the materials or resources for students' cultivation of values, and they contain all possibilities of values cultivation. Finally, Practice and Experience is the action mode of value cultivation. The formation of values, must not just stay in sensory perception or concept, and should cultivate values and pupils daily life practice, guide students through a variety of real life practice, the perception of values, understanding through practice experience and recognition, the cognitive understanding of values, emotional experience and action generation, so as to promote students to form the correct values.

Classroom teaching is the main path to implement the value cultivation of various subjects in school education work. It integrates the value cultivation into the subject course of classroom teaching, and realizes the perception, understanding, internalization and generation of values in a subtle way. Therefore, the integration of value cultivation and primary school mathematics curriculum should at least meet the following requirements: First, the value cultivation is carried out on the premise that primary school students independently construct and form a value consensus in mathematics learning. Secondly, the value cultivation is closely related to the daily real life of primary school students. Thirdly, value cultivation is integrated into the whole process of primary school mathematics classroom teaching. Finally, the cultivation of values requires the perception, experience and practice based on pupils' mathematics learning and practice activities. Classroom teaching, as a typical path of value cultivation and primary school mathematics curriculum integration, can gradually carry out practical exploration according to the basic process of primary school mathematics classroom teaching and the three links of before-class preparation, in-class implementation and after-class reflection.

First of all, the preparation before class focuses on mining information and clarifying the cultivation goals. It is the premise and foundation for teachers to analyze and write the teaching design scheme according to the situation of students' subject and teaching content. As the main carrier of primary school mathematics curriculum content, the textbook also contains rich value cultivation resources. In the process of textbook analysis, teachers are the primary link to realize the integration of value cultivation and primary school mathematics curriculum. Understanding the learning situation is the starting point of classroom teaching. In terms of learning situation analysis, teachers should not only analyze students 'existing knowledge and experience based on subject teaching, but also highlight the experience analysis pointing to value cultivation, especially to analyze students' cognitive level, ability basis and learning attitude of relevant values in daily life^[4]. The design of classroom teaching objectives should not only pay attention to the design of subject teaching objectives, but also highlight the appropriate integration of value cultivation objectives, which can not only be integrated into the subject knowledge, but also into the discipline thought and attitude, so as to realize the integration of value cultivation objectives and classroom teaching objectives.

Secondly, the class teaching emphasizes the situation creation and the implementation of value infiltration. Classroom teaching is not only the process for students to acquire new knowledge, but also the process of cultivating values. Good situation creation plays an important role in the

integration of value cultivation and classroom teaching. The situation created should be related to students' life experience, the key points of values and teaching knowledge, so as to teach new knowledge and shorten the distance between students and values, introduce values along the trend, and construct students' value recognition. Value identification is to enable students to achieve a certain identification of a certain value and form emotional resonance with teachers. The construction of value identification should be combined with students' self-understanding of values, so that students can further perceive them and push teaching to the level of value infiltration. From the perspective of the composition of moral quality (moral cognition, moral emotion and moral behavior), the infiltration of values should start from three aspects: knowledge, emotion and action. The infiltration of cognition refers to the teacher to guide students to understand the connotation of values in class, the infiltration of emotion refers to the teacher to guide students to generate their own emotional attitude towards values in class, and the infiltration of action refers to what the teacher should guide students to do in life or study. It is worth noting that the penetration of values is multifaceted, not necessarily starting from cognition, but should be flexibly handled in combination with the specific situation.

Finally, the after-class reflection highlights the action practice and strengthens the cultivation effect. Value cultivation is different from subject knowledge teaching, which focuses on the internalization of prominent values and the externalization of behavior. Therefore, after the successful completion of classroom teaching, teachers should carry out targeted reflection on classroom teaching based on value values. Teachers should review and reflect on the development of classroom teaching activities according to the effect of classroom teaching and students' feedback, such as which link is not done well, which materials are improperly used, whether the predetermined goals are achieved, whether the penetration of value cultivation is effective, etc. In the process of reflection, teachers should not only refine the problems, but also find out the reasons according to the problems, so as to provide reference or basis for the improvement of future classroom teaching. The achievement of the goal of value cultivation cannot be achieved in one class or several classes, but needs to effectively connect in class with after class, and transform the process of classroom value cultivation into the practical guidance for the practice of values after class. The cultivation of values should ultimately be implemented into practical actions to promote the change of students' behavior. Classroom teaching can only impart theories, and whether the cultivation is effective must pay attention to students' daily behavior. Therefore, after-class teachers should be good at seizing life, guide students again, and help students learn to further perceive in life practice.

3. Basic Principles

In the development of value cultivation, we must break the narrow orientation caused by special personnel, special courses and special fields. In the implementation of value cultivation from the perspective of curriculum integration, its practice should highlight the three basic principles of holographic connection, integration of reason and internal and external consideration in the process of value cultivation, and further highlight the full consideration of the subject course, realistic situation and students' position.

3.1. Holographic coherence principle

Before-class preparation, as the basic guarantee for the implementation of subject value cultivation, determines the thinking of value cultivation, and requires following the principle of holographic connection, that is, to emphasize the mutual integration and mutual promotion of value cultivation and subject course teaching. Moral education promotes intellectual education, which

carries moral education. Subject course teaching and value cultivation are never two independent systems that can be completely separated. Values cultivation constructs students' emotions, attitudes and values, and course teaching enriches students' knowledge and skills, both of which are important and closely related to students' all-round development. Core values are the ideological basis of students and provide non-intellectual factor support for course teaching. All the resources and materials of the course breed the possibility of cultivating values. The role of educators is to analyze and discover the possibilities of these existence, and to integrate and apply them according to specific situations, so as to establish a connection mechanism between subject course teaching and value cultivation. Therefore, the integration of subject course teaching and value cultivation should gradually develop from a natural state of exist into a situation of consciousness and autonomy of educators, and educators should consciously maintain the balance between course teaching and value cultivation. By all means, we should focus on one party in teaching, we should find the right entrance in the teaching content, seek the level line in the teaching purpose, design the meeting point in the teaching link, integrate the subject course and value cultivation, and realize the holographic connection.

3.2. Reasonable Integration principle

Classroom teaching, as the main path of the cultivation of values, determines the implementation process of value cultivation and requires to follow the principle of reasonable integration. In the classroom teaching practice of value cultivation, educators mainly have three major behaviors: situation creation, subject knowledge teaching and value cultivation. The emotion of the integration of reason refers to the real situation, highlighting the close connection between the formation and development of subject knowledge and its application in real life and production; the reason points to the theoretical connotation based on the text, including both the subject knowledge system carried in the textbook text, and the values implicit in the textbook text and subject knowledge. There is an internal connection between value cultivation and subject knowledge, and the real situation plays a dual role. It not only connects knowledge, skills and values, strengthens their connection and makes them into one, but also integrates it as an essential element. Therefore, the situation creation is the key for the educators to implement the value cultivation and realize the effective classroom teaching. First of all, the role of the situation is to reduce the abstraction of values and shorten the distance between students and values. Therefore, the situation based on students' life experience and close to the actual life can play a better role. Secondly, the situation, as the background of classroom teaching, plays an important role of introducing new knowledge. Separation from the teaching content will only backfire. The situation created should be closely connected with the subject knowledge and the key points of values. Based on this, the real situation, subject knowledge and values should be integrated in order to achieve the realm of interlinked and to realize the mutual integration of emotion and reason.

3.3. Internal and External principle

Students, as the subject of subject implementation value cultivation, determine the measurement standard of value cultivation and require the principle of both internal and external consideration. The cultivation of values lies in guiding students to establish and practice correct values, and emphasizing the unity of knowledge and action. Its ultimate goal lies in practice, which is reflected in the change of students' behavior. Student practice representation is the measure of whether core values are established. Therefore, value cultivation can be specifically refined into two tasks: one is to promote students' internalization of core values, the other is to promote students' expression of core values. Internally, educators should enable students to understand the content and meaning of

core values and understand the profound ideological connotation; externally, educators should guide students to practice core values in real life. From the perspective of moral quality, internalization is the guidance of moral cognition and moral emotion, and is the basic guarantee of students' explicit behavior; explicit is the guidance of moral behavior, and is a form of expression of students' internalization of values. Only by truly internalizing the values can students have the ability to behave externally. Therefore, educators should unify students' cognitive understanding and emotional experience with individual behavior, and promote students to continuously manifest values on the basis of internalization and internalization under the strengthening of expression, so as to realize the internal and external consideration of values cultivation.

4. Teaching Analysis

Based on the theoretical perspective of curriculum integration, how should value cultivation and primary school mathematics curriculum integration gradually carry out classroom teaching under the guidance of the three principles? The primary school mathematics classroom teaching based on values cultivation follows the two clues of subject teaching and value cultivation, and the process of its development is to make each other run normally in their respective track while maintaining the internal connection between the two. To better highlight the subject teaching and values of mutual integration, this paper selects Beijing normal university press elementary school mathematics grade five first volume ^[5]unit 7 possibility the first class who go first teaching content, for example, how in the teaching practice based on curriculum integration to cultivate the values of mathematics classroom teaching to put forward specific Suggestions.

4.1. Explore teaching materials and find value information with textbooks as the carrier

Textbook analysis is the most basic and key task in the process of before-class preparation. Mathematics is not only a scientific language and tool, but also an important part of human culture. Therefore, the textbook, as the main carrier of classroom teaching content, contains rich information of value cultivation. Therefore, the textbook analysis must analyze and explore the intellectual value and emotional value of knowledge ^[6]. Therefore, in order to ensure the smooth and solid development of value cultivation, teachers must properly excavate the inherent value information in the process of analyzing teaching materials, so that they can be explicit and become a living classroom learning content. As the carrier of value cultivation resources, textbooks are presented in different ways, and most of them are presented in a mixed way of pictures or pictures and pictures^[7]. This requires teachers to not only analyze the key and difficult points in teaching when analyzing the teaching materials, but also pay attention to mining the hidden value cultivation information in the teaching materials, starting with text, pictures, dialogues, and making the hidden value information.

The analysis of primary school mathematics teaching content should follow the three clues of knowledge, thought and value^[8]. Therefore, the teaching content of who goes first can be divided into three levels. The first one is the knowledge level that focuses on the understanding and grasp of possibilities; the second level is the ideological level that focuses on the mathematical refining and transformation of life problems; and the last level is the value level that highlights the understanding and construction of values such as fairness. this content textbook in the choreography to Do you think their method fair for the dominant problem guide, connotation and draw What is fair and How to fair value problem information, guide the students through the three learning activities of judgment rules, discussion rules and design rules to realize the perception of fair values, so as to realize the values of the teaching content cultivation goal.

It is worth noting that not all teaching content contains information of values, and excessive

analysis or interpretation can even have a negative effect. The integration of values is not to add new content to the original content, but to dig deeply into the existing teaching content. Sometimes, the same teaching content may contain multiple values information, so teachers should combine the teaching content of the subject and grasp the most important value information for cultivation. The cultivation of values should neither be eager for success, nor greedy for more success. It must be a gradual and subtle process.

4.2. Clear objectives and design the teaching design based on students' understanding

The reform of basic curriculum should guide students to form a positive attitude towards learning, correct world outlook, outlook on life and values. The overall goal of compulsory education mathematics curriculum includes the value cultivation as an important content. The framework of developing the core literacy of Chinese students is also an important path to systematically implement the socialist core values^[9]. The requirements of curriculum reform and the connotation of core quality fully highlight the educational value of classroom teaching of mathematics. Therefore, to fully implement the cultivation of values, teachers must make the cultivation of values clear in the teaching design. The teaching design based on value cultivation should fully consider the goal of value cultivation and students' experience basis.

First of all, the goal of value cultivation is established according to the content of the teaching materials and the characteristics of students, and cannot be separated from the teaching goal of the teaching content itself. Secondly, the same teaching content can often be extended to multiple key points of values. Teachers should consider the most suitable key points as the cultivation goal, and should not infiltrate too much content in the limited classroom teaching time. Thirdly, the design of teaching objectives should reflect the sense of hierarchy, and highlight the gradual deepening of values from perception to understanding to internalization. In addition, each link of the teaching process should be designed for the cultivation goal, so as to break the key and difficult points in teaching layer by layer and effectively achieve the cultivation goal. Due to the different cognitive development level and life experience of students at different ages, and students at the same age are influenced by various factors, there are individual differences in the specific understanding of the same values. Therefore, in the process of value cultivation, teachers must fully understand the different understandings of values of students at the same stage, understand the degree of students' recognition of values, and cultivate values according to the differences between students and their classmates.

Through the analysis and mining of the teaching content, based on the target requirements of the mathematics curriculum in the compulsory education stage, and based on the cognitive development characteristics and knowledge experience of the fifth grade primary school students, the teaching objectives of this class hour are designed as follows:

In the process of conjecture, verification and application, initially experience the relationship between the possibility of random events and the fairness of the rules of the game, and can accurately find the possibility of simple events;

Through comparative analysis and discussion and communication, I can predict the possibility of simple events, and I can reasonably design the fair rules of simple games according to the requirements;

Through active exploration and cooperation with peers, initially form data awareness, and can establish a preliminary sense of fairness.

4.3. Resonance between teachers and students, and the value identity should be constructed through the medium of emotional experience

Building value identity means to make students hold a positive attitude towards the values learned through teaching. Although students do not need to understand the deep meaning of the values, students should accept and recognize them ideologically. On the premise of the lack of value identification, if teachers directly insert value cultivation content in a teaching link, it will lead to abrupt classroom links, and even make students have a sense of disconnection between teaching content and subject courses, thus disconnecting the connection between mathematics and values. Therefore, the construction of value identity is of great significance to the classroom teaching of value cultivation. With the help of situations and life examples, we can pay attention to students' subjective emotional experience, focus on arousing the resonance of teachers and students from the emotional aspects, and build students' value identification, so as to make the penetration of values more effective and feasible. In the teaching process, teachers should not only fully explore and integrate the implicit value cultivation points in the teaching content into the teaching process, but also timely grasp the derivatives in the teaching process, give full play to the significance of their value cultivation, so as to realize the subject education. Knowledge, language, teacher-student interaction, and teaching events caused by value conflict^[10] are very important carriers in the process of value cultivation.

Taking the classroom teaching design of who goes first as an example, and taking the question Can you find a way for them to decide who to go first as the starting point, students' different understandings and choices of the problem are bound to produce conflicts, which is the best time for teachers to guide students to analyze the selection criteria and think about the selection methods. Grasp the discussion of do you think their methods are fair, guide students to put forward different methods, at this time, teachers should use language, such as why do you do this, what is your reason and so on, its purpose is to awaken students' sense of fairness, guide students to understand the connotation of democracy, and build value recognition.

At the same time, in the process of classroom teaching, teachers can use the three carriers of knowledge, language and teacher-student interaction to cultivate their values. First of all, the teaching focus of this course is the possibility of random events happening, which is the knowledge carrier of value cultivation. Teachers should make full use of this knowledge point to guide students to use the relevant knowledge of possibility to discuss fairness in depth, so as to help students gradually build a personal fair concept system. Secondly, teachers make full use of oral language, written language and body language to cultivate their values in this course. When the students reached the conclusion that the rules of the game are fair when the possibilities are equal through discussion, the teacher gave a positive look, a thumbs up and a summary very accurately. Diversified language forms not only contribute to the maintenance of good classroom order, but also trigger students to learn to think and listen, and also realize the classroom teaching penetration of values such as democracy, equality and respect, so as to ensure that students acquire knowledge and understand ideas.

4.4. Contact with life, with the situation creation as a bridge to understand the specific value

Values belong to the category of people's subjective consciousness, which has great abstraction. Primary school students mainly take concrete image thinking. Therefore, the understanding of values is a key step in the process of value cultivation. Classroom teaching pays attention to the creation of situation, and a good situation should be connected with real life, which can not only increase students' interest in learning, but also contribute to students' understanding of value. Based on the interpretation of mathematics knowledge, teachers can use rich information technology

resources to textbook static images into vivid and interesting mathematical story, make full use of students familiar examples, items, Chinese traditional culture to create effective teaching situation, such as to realize the daily life, mathematical knowledge, values of highly fit.

The lesson of Who goes first , according to the textbook arrangement, the creation of the choice of Who goes first in the process of playing chess realistic situation. This situation is closely related to students' daily life, which can reflect the concept of fair values and is conducive to the smooth development of classroom teaching. In this context, specific students' value understanding is designed from three aspects consisting of moral cognition, moral emotion and moral behavior. The infiltration of moral emotion and the construction of value identity can promote students to gradually reach a consensus of choice, and guide students to initially experience fairness subjectively. In the process of constructing value identification, teachers make a simple summary of fairness and guide students to form a correct understanding of fairness, which is the penetration of moral cognition. Through the infiltration of moral behavior, through the practical activity of Designing a scheme to make it fair to both sides, this course guides students to implement the perception and experience of fairness through practical action based on experience and cognition, so as to realize the goal of cultivating the values of this course.

4.5. Taking action reflection as the way to realize the normalization of value cultivation

Teaching reflection is teachers' thinking on the process and results of teaching practice. It can help teachers to find and solve problems of the teaching in the class. The construction of students 'values is unconscious, while the infiltration of teachers' values must be intentional. Therefore, teachers, as the organizers and guides of classroom teaching, must learn to reflect based on actions. Reflection can start from the two aspects of teaching practice reflection and teaching experience reflection. Teaching practice reflection mainly includes the reflection of the relevant classroom teaching elements, such as the teaching objectives, teaching process, teaching methods, teaching resources, and the interaction between teachers and students. For example, whether the penetration of values, feelings and actions is taken into account in the teaching process; whether students' positive thinking can be effectively improved through the interaction between teachers and students. The experience reflection is mainly based on the teaching effect of the error correction, supplement, expansion and deepening of the previous teaching experience or skills. For example, why the usual teaching methods do not achieve good results in this teaching, and whether there is a biased understanding and understanding of values. Note that in the process of reflection, teachers should choose one or several points to reflect on the actual situation, focusing on highlighting to reflect and improve the practice, and do not have to cover everything.

Taking Who goes first as an example, teachers after class respectively from the target design, teaching process and teaching management three aspects of reflection. In the goal design, teachers comprehensively consider the arrangement characteristics of the infiltration of fairness consciousness in the textbook content, and the goal design reflects the process mechanism of preliminary perception - value identification - understanding and internalization - deepening and improvement of the infiltration of value concept, which is highly achieved in terms of the teaching effect in class. However, the cultivation of values has the characteristics of delay and long-term nature, which requires teachers to design systematically and penetrate randomly in the subsequent teaching. In the teaching process, teachers follow the teaching idea of judgment rules - discussion rules-design rules, and gradually guide students to learn based on subject knowledge and realize the establishment of the concept of fairness through the process of feeling fairness - understanding fairness - building fairness. When students put forward the view of The possibility of fair in reality is not absolute fairness, teachers by guiding students to think about the real fair will be affected by

what factors, why textbook only explain fair from the perspective of quantity to understand the relativity of fairness and mathematical subject properties. By transforming neglect in teaching design into generative resources in teaching, teachers not only effectively realize the disciplinary educational value of mathematics, but also highlight the uniqueness of mathematical thinking, greatly improving teaching effectiveness.

5. Conclusions

The most authentic value of education is to make people adult by culture. Teachers should pay attention to the guidance of students' daily life and learning behavior, and also guide students to practice their values in their daily study and practical life. At the same time, a good classroom atmosphere of harmony, equality and respect is also the teaching penetration of values, which creates a good penetration conditions for the cultivation of values. Through reflection and guidance, teachers have experienced a spiral process from unintentional penetration to intentional point and then to intentional integration on the cognitive level, and promoted the transformation of value cultivation based on curriculum integration from unintentional expression to deliberate and then to normal promotion, so as to ensure the effective implementation of value cultivation in school education.

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