

Innovation and Research on Practical Activities of Extensive Courses——Taking xx Primary School as an Example

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Abstract: With the introduction and wide application of extensive courses in recent years, their theoretical research and practical application have received more and more attention. In this paper, the current application and practice of the extensive courses at the elementary school level is studied through the integration of the theoretical concepts of extensive course and taking the practicals in the extensive courses of xx primary school as an example.

Keywords: Inquisitive spirit; Extensive courses; Development and application; Practicals

The "Guiding Opinions of Zhejiang Provincial Department of Education on Deepening the Reform of Compulsory Education Curriculum" divided compulsory education courses into basic and extensive courses for the first time. The extensive courses at the elementary level accounted for about 15% of the total class hours. The most important issue is to pay attention to the "selective education thinking" and let students learn to choose by themselves, that is, to promote the cultivation of interest and personality development of each student, so as to reform the current unified curriculum and other shortcomings, and for them to discover their own interests and specialties as well as laying a solid foundation for high school level selected courses.

Based on the national syllabus, xx primary school focuses on cultivating students' inquisitive spirit according to the school's development and the actual situation of students' learning. It offers a series of practicals for different grades, allowing students to learn from playing, feel the joy of learning, and cultivate the innovative skills, practical skills and the

spirit of independent research.

1 Overview of Extensive Courses

1.1 The Positioning and Conceptions of Extensive Courses

Extensive courses are positioned to meet the needs of modern society for diversified talents. They are open compulsory courses and are selected by students independently. The purpose is to cultivate, stimulate and develop students' interests and hobbies, develop their potential, embody the dominant status of students, build students' cognitive structure, change students' learning methods, improve students' ability to self-manage and choose learning, and promote the development of students' personality and expertise. Extensive courses, basic courses and research courses are all important parts of basic education. Therefore, the extensive courses are the extension of the basic courses, which can accumulate broader knowledge and abilities, experience and methods, and good personal qualities for students studying research courses. The integration of the three serves the training goals of basic education.

1.2 The Current Status of Applications of Extensive Courses

Currently, the application of extensive courses in disciplines involves the "eight major fields"-language and literature, mathematics, social sciences, natural sciences, technology, sports and fitness, art, and comprehensive practice. The application in different phases covers early childhood education, elementary school, junior high school, high school,

and intermediate and advanced vocational education.

Throughout the current academic research, such as "Modern Transformation and Innovation of Traditional Cultural Classics-Taking the Development of Extensive Courses on "The Analects" as an Example"^[1] explored the application of extensive courses in the teaching of Chinese language in junior middle schools; "Development and Implementation of Regional Culture and Literature Extensive Courses — Taking "Walking into Tongxiang Cultural Celebrities" as an example"^[2] explored the implementation of Chinese extensive courses from the perspective of Chinese language teaching; "Examples of Ways to Develop Extensive Courses on Mathematics"^[3] discusses development and application of primary school mathematics extensive courses; "Construction and Implementation of Extensive Courses for Scientific and Technological Activities"^[4] analyzed the development and implementation of extensive courses in the field of elementary school social sciences; "Research on the Development and Practice of English Picture Book Extensive Course Based on Subject Core Literacy "^[5] analyzed the teaching practice of middle school English extensive courses, and etc. These papers discussed the development and application of extensive courses from different subjects and different grades, which not only provided theoretical guidance for teaching practice, conduct feasibility analysis, but also evaluate and summarize teaching practice, check for deficiencies, and lay a solid foundation for improving subject teaching.

Extensive courses are widely accepted currently, and were first proposed and implemented in Shanghai in China. In 2004, the curriculum requirements for ordinary primary and secondary schools in Shanghai proposed that "school curricula consist of basic courses, extensive courses, and research courses", and demanded requirements and explanations for different courses respectively, emphasizing on the limiting extensive courses and independent extension courses.

Since then, extensive courses have been widely implemented in primary and secondary schools in Zhejiang Province. In the second part, this paper will take an unnamed primary school in Hangzhou as an example to analyze its extensive courses and make correct teaching evaluations, in order to provide inspiration for the development and implementation of extensive courses.

2 Overview on the Implementation of Extensive Courses in xx Primary School

While doing a good job in basic course teaching, xx primary school also pays attention to the building of extensive courses, and designs different comprehensive practical's for different grades to cultivate students' self-learning and inquisitive spirit.

2.1 Basic Conceptions and Goals

The basic concept of the development of xx elementary school extensive courses is based on the "Guiding Opinions on the Construction of Compulsory Education Extensive Courses" issued by the Zhejiang Provincial Department of Education. It focuses on the diversity, hierarchy, comprehensiveness and practicality of course building, and develops courses independently based on categories, focusing on instilling moral and educating people, optimizing the school curriculum structure, improving students' interest in learning and comprehensive practice, fully promoting quality education, and achieving all-round and individualistic development of students.

The goal of the xx primary school's extensive courses is to cultivate students' ideological character, core literacy and curriculum standards for various subjects, develop part of the national and local curriculum, and improve the basic courses as extensive courses. On this basis, clearly guide ideology, teaching goals and content framework to stimulate students' interest in learning and cultivate students' ability to learn and explore independently.

2.2 Specific Design and Implementation

The xx elementary school extensive courses are divided into three categories: the first is knowledge extension courses, the second is sports and arts specialty courses, and the third is practical courses. This paper will take practical courses as an example for analysis.

Practical courses aim to cultivate and strengthen students' sense of social responsibility, inquisitive spirit and practical skills, guide students to experience life, explore nature, and understand society, so as to cultivate students' hands-on practice, scientific research, unity and cooperation and the ability to serve the society.

Therefore, xx has designed practicals of different natures for different grades --- the theme of the first

grade outing exploration activity is "I'm alive" and the location is Hangzhou Wildlife Park, guiding students to explore nature and gain knowledge; the second grade outing exploration activity is themed "The generation game", and the locations are kindergartens, nursing homes, and nursing stations. It aims to let students experience and practice the social virtues of respecting the elderly and caring for the young, and enhance their sense of social responsibility; the theme of the third grade outing exploration activity is "Gateways to the world ——Airport", the venue is Hangzhou Xiaoshan International Airport. Through organizing activities, students can understand the society and improve their socializing, communication, cooperation, practical and inquisitive skills; the theme of the fourth grade outgoing exploration activity is "Different places, Similar lives", the location is Longmen Ancient Town, leading students to experience life, have their own understanding of the lives of the people in Longmen Ancient Town, discover the similarities of life, and love their hometown even more through exploration activities in the field^[6-8].

In the process of planning out-going exploration practical activities, schools should proceed from the following aspects:

First develop an activity plan. According to students' learning and psychological characteristics, combined with students' interests, select practical activities suitable for groups of students of different grades to stimulate and cultivate students' interest and ability in self-learning and independent research.

Secondly, clarify the purpose of the exploration. What kind of course is the practical activity? It aims to cultivate students' abilities and combine them with inquisitive tasks. In the specific implementation process, the content of the course is optimized, the teaching purpose is realized, and the knowledge learning and the ability enhancement of students are promoted.

Refine the activity flow again. It is necessary to make good preparations for the activity, implement the personnel arrangement of teachers and early warning measures, do a good job in the safety education of students, and emphasize the awareness of recording^[9-10].

Finally, do a good job of teaching evaluation. Teaching evaluation is based on the direct feedback of the students' preference for courses and activities

and grasp of knowledge, what experience they have gained and what are the shortcomings in the process of organization and implementation, so as to provide correct ideas for improving course construction and development.

3 Conclusion

In conclusion, in terms of cultivating students' self-management, obedience, execution, practical, communication, cooperation, socializing, language expression, self-learning and inquisitive skills, the extensive courses have the advantages that are not matched by other basic courses. Education in practice and activities is not only the general trend of education reform, but also an inevitable choice to effectively improve the overall quality of students and promote the overall development of students. Schools and teachers should focus on guidance in education and be committed to cultivating excellent talent with all-round development!

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