

Comparative Analysis of Social Studies Curriculum Standards for Primary Schools in China and Korea

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Abstract: This articles will examine and evaluate the Chinese Compulsory Education Character and Society Curriculum Standards (2011 edition) and the Korean Social Studies Curriculum Standards (2007) in an attempt to provide a scientific and clear analysis of the nature of the curriculum, curriculum purpose, curriculum content, teaching and learning methods, and evaluation for future use and reference.

Keywords: Social Studies; Primary School; Curriculum Standards

1. Background of the setting of Social Studies Curriculum Standards for elementary schools in China and Korea

1.1 Background of the setting of Social Studies Curriculum Standards for elementary schools in Korea

Korea, a close neighbor of China, was established in 1948. The role of education in Korea's socio-economic development is undoubtedly significant. The most important prerequisite for the economic development of a country is the availability of well-educated human resources. [1] The seventh social education curriculum in Korea highlights the nature of social awareness and citizenship development.

1.2 Background of the setting of Social Studies Curriculum Standards for elementary schools in China

In order to meet the needs of social development and students' growth, and to strengthen the relevance, effectiveness and initiative of ideological and moral education. According to the spirit of the 16th National Congress of the Communist Party of China and the requirements of the "Outline for the Implementation of Civic Morality" issued by the Central Committee of the Communist Party of China, and according to the Ministry of Education's "Curriculum Reform Guidelines for Basic Education (for Trial Implementation)", a new curriculum standard for ideological and moral character was formulated.

2. Research literature on Social Studies Curriculum Standards for elementary schools in China and Korea

2.1 Research literature study on Social Studies Curriculum Standards in Chinese elementary schools

Zhang Maocong and Li Chengquan discussed in their study of the Compulsory Education Character and Society Curriculum Standards (Experimental Draft) that (1) the Character and Society curriculum advocates integration and synthesis. (2) "Character and Society" curriculum advocates the integration of life. The education of the social studies curriculum should originate from students' lives, be close to their lives, and guide their lives. (3) "Character and Society" curriculum advocates citizenship for the purpose of promoting the formation of good character and social development of students. [2-3] The revision of the curriculum standards also brings changes in teaching philosophy. Sun Caiyun puts forward a basic idea in the "Compulsory Education Character and Society Curriculum Standards (2011 Edition)": education should return to life and pay attention to the reality of life experienced by children. Only by paying attention to the real life of children can teaching be truly effective. [4]

2.2 Research literature study on Social Studies Curriculum Standards in Korean elementary schools

The main research work of Korean scholars is by Nguyen Jong-hai (1986), which is a comparative study of moral education based on the analysis of textbooks of both countries in 1983. But more than 30 years have passed and there is a big difference. Hye Jeong Kim's compares the comparative study between Korean moral education curriculum after the 2007 curriculum reform and Chinese ideological and moral curriculum, and Dong Min Seo's "Comparative Study of Korean and Chinese Elementary Social Studies Education Curriculum and Textbooks" (2011) compares Korean and Chinese elementary social studies.

3. A comparative study of the Chinese and Korean primary school Social Studies Curriculum Standards

3.1 Chinese character and Society Curriculum Standards

The Chinese Social Curriculum Standards Primary School Social Curriculum is highly comprehensive; this curriculum organically integrates content from multiple fields and numerous disciplines, and takes the cultivation of students' noble ideals and sentiments and the enhancement of national identity and social responsibility as the main task of the curriculum.

Introduction	Nature of the curriculum: a comprehensive curriculum based on children's social life, promoting the formation of good character and social development of students, with comprehensive, practical and open characteristics. Curriculum philosophy: the general idea of curriculum development Design ideas: based on students' lives, a main line, the combination of points, integrated cross, spiral.
Course Objectives	1.General Objective: cultivate good moral character, promote social development, to provide students with the opportunity to understand society, to participate in society, to adapt to society, and to become citizens with love, responsibility, good behavioral habits and personality qualities 2.Sub-objectives: (1) Emotion, attitude and value (2) Capabilities and Methods (3) Knowledge
Course Contents	My healthy development, my family life, our school life, our community life, our country, our common world. The curriculum content section gives the corresponding school level, (middle) for middle grades, (high) for upper grades, (middle/high) for middle and upper grades, Each lesson is followed by a suggested activity.
Teaching suggestions	Teaching suggestions, evaluation suggestions, suggestions for the development of teaching materials, suggestions for the development and use of curriculum resources

<Table 3-1> Structure of the Character and Society Curriculum Standards (2011 Edition) Framework

3.2 Korean Social Studies Curriculum Standards

The framework structure of the Korean Social Studies Curriculum Standards (2007 Edition) is divided into five parts: nature of the curriculum, curriculum objectives, curriculum content, teaching methods, and evaluation.

The nature of the curriculum	The purpose and role of the social studies curriculum is described in general terms, and then the different requirements of the social studies curriculum at the elementary, middle, and high school levels are clearly stated.
Course Goals	The general objectives of the social studies curriculum are stated in six points, which are clearly presented in a hierarchical manner
Course contents	Includes both content structure and grade level content. The content structure includes history, geography, and social science. The grade level content presents specific goals to be achieved by students in third through tenth grade.
Teaching methods	This course introduces the educational rules, learning methods, and teaching methods used in teaching the social studies curriculum in elementary and junior high schools.
Evaluation	Description of the assessment, content of the assessment, assessment methods, and use of the estimation results

<Table 3-2> Framework Structure of Korean Social Studies Curriculum Standards

4. Comparative analysis of the Social Studies Curriculum Standards for elementary schools in China and Korea

4.1 Similarities between Chinese and Korean social curriculum standards

The main contents of the framework of the social studies curriculum standards for elementary schools in China and Korea are the same, including the nature of the curriculum, curriculum goals, curriculum content, teaching suggestions and evaluation suggestions.

4.2 Differences in social curriculum standards between China and Korea

(1) Differences in the level of detail of the framework structure. The Korean elementary school social studies curriculum standards are composed of five parts: nature of the curriculum, curriculum objectives, curriculum content, teaching methods, and assessment. The content part of the curriculum is specific for different grade levels. Although the Chinese elementary school social studies curriculum standards consist of only four parts: preamble, curriculum objectives, curriculum content, and implementation suggestions, each part has numerous subheadings and covers more aspects.

(2) Differences in Curriculum Design. The design of the Chinese character and social studies curriculum is based on the idea of one main line, a combination of points and facets, an integrated crossover, and a spiral. The "one main line" is the main line of students' life development. The Korean social studies curriculum also focuses on the development of students' lives as a main line of study, incorporating the main elements of social life, learning the basic knowledge and skills of life, and developing the ability to solve personal and social problems so that we can contribute to society, our own country, and humanity as a whole. Korean Primary Social Studies Curriculum Standards Focus More on Teaching Methods and Evaluation. Korean Social Studies Curriculum Standards for Elementary Schools Pay More Attention to the Development of Curriculum Resources.

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