

Research on the Development Path of Natural Education in Primary and Secondary Schools under the Background of Camping Economy

Junlin Yan^{1,a}, Yuqian Shen^{2,b}, Li Lei^{3*}.

{ yanjunlin0406@163.com^a, syq2mail@163.com^b, leili320@163.com* }

Chinese Class 1, Grade 2021, School of Primary Education, Capital Normal University, Beijing, China ¹

Grade 2021, School of Literature, Capital Normal University, Beijing, China ²

Beijing Sport University, Haidian District, Beijing, China³

Abstract: This article analyzes the current situation of natural education in primary and secondary schools through questionnaire survey and interview methods. The results show that there is a serious lack of natural education in primary and secondary schools, mainly manifested in a lack of understanding of the value of natural education. The lack of natural education in primary and secondary schools is caused by limited educational concepts, insufficient attention from the education system, insufficient responsibility from schools, insufficient natural education resources, weak collaboration between families and schools, and single methods. The implementation path of strengthening natural education in primary and secondary schools first requires the government to coordinate and plan to promote the reform of the natural education curriculum system; Secondly, schools need to coordinate and promote the implementation of natural education responsibilities; The third is to actively promote home school collaboration and improve the quality and connotation of natural education; The fourth is to rely on social forces to consolidate the joint efforts of quality education; Finally, it is necessary to actively improve the facilities and conditions, and reasonably layout camping education bases.

Keywords: Primary and secondary schools; Nature education; Current situation; Camping; Curriculum reform; Implementation Path.

1 Introduction

Nature education is an educational method that uses the natural environment as a medium, using manual courses, outdoor games, science lectures, and other methods to inspire young people to experience nature through the five senses, and to understand and understand nature. Nature education is a part of quality education. How to promote the effective integration of nature education into the school's quality education system, and how to integrate nature education with camping activities based on children's physical and mental characteristics and needs, are worthy of our in-depth consideration.

1.1 Research related to natural education

Regarding the value of children's natural education, scholars believe that natural education is an important way to protect the ecological environment and achieve harmonious coexistence

between humans and nature, which is of great significance in the growth process of adolescents. Education is helping children create themselves, not recreating them. Nature education has nurtured 'new people', formed a new community, and demonstrated new spiritual qualities. [1]

Research on the concept of family natural education suggests that camping can promote parent-child education, enabling parents and children to explore and create the joy of childhood together, thereby enhancing mutual understanding. [2] Strengthening camping and nature education is conducive to the physical and mental health of children and adolescents, home school integration, and healthy communication between teachers and students. Some scholars suggest that the government provide natural education policy support for young children's families, creating conditions and content for their natural experience activities. [3]

Analyzing the natural education practices of foreign primary and secondary schools, it is found that Singapore attaches great importance to outdoor education in primary and secondary schools, and is committed to changing the previous educational philosophy of only focusing on student performance, towards education centered on cultivating students' core competencies. Outdoor education in primary and secondary schools in Singapore generally adopts experiential teaching methods, exploratory teaching methods, and on-site teaching methods. [4] Scholars have compared the types, frequency, reasons, and awareness of natural activities between China and Japan, and believe that China's lack of natural education facilities, heavy academic pressure, and excessive use of electronic devices have a certain impact on children. [5] There are also studies that have found that for Chinese students, book knowledge is dull and unrelated to life; American students do find reading books interesting and enjoyable in their actual lives. [6]

1.2 Camping and Camping Value Related Research

Camping refers to a brief outdoor activity where people carry essential items of life in the natural environment. For European and American countries, camping is not only a way of travel, but also a way of life. [7] Many schools in the United States offer specialized camping courses, which can be located on campuses, suburbs, parks, or universities. Singapore attaches great importance to cultivating students' core competencies such as social and emotional management skills, willpower, etc. through camping. Japanese schools offer camping related courses and organize students to camp in the mountains, forests, and the seaside. Camping culture remains in almost every Japanese youth memory.

In terms of educational value, camping can guide students to observe and experience life, think and summarize through continuous practice, thereby improving their learning ability and enhancing their sense of teamwork. Organizing camping practices in schools can promote mutual understanding and trust between teachers and students. The extracurricular activities that can truly promote the healthy development of students must be organized with the joint support of schools, families, and society. Therefore, in order to promote the improvement of students' core literacy and the comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor, it is necessary to coordinate the educational efforts of schools, families, and society, and create a good environment for the smooth implementation of extracurricular activities. [8]

Regarding the value of camping, Scanlin (2001) believes that teenagers participating in camping activities can gain 9 educational experiences, including social resilience, enhancing self-identity, acquiring cognitive knowledge and skills, establishing positive values, participating in

adventurous outdoor activities, improving motor skills, mental growth, learning and socializing, and serving others. [9]

In terms of economic value, camping has become a new "trend" in cultural and tourism consumption. The youth group is an important customer source for camping sites and also a potential customer in the future. A camping site that truly attracts teenagers must fully understand their needs for the educational function of camping. [10]

1.3 Literature Review

Relevant literature indicates that camping education is highly popular abroad and has become an important content of quality education. However, the education system in China has not yet fully explored the value of natural education, especially the lack of research on the combination of camping education and natural education in primary and secondary schools.

This study investigated 355 primary and secondary school parents through questionnaire and interview methods, and found that the natural education situation is not objective.

2 Serious Shortage of Natural Education in Primary and Secondary Schools

2.1 Insufficient understanding of the value of nature education

The value of nature education is immeasurable, and the vast majority of parents believe that strengthening nature education for primary and secondary school students is very important. When asked if they agree with strengthening natural education for primary and secondary school students and promoting their academic abilities, 92.39% of parents agree. Overall, parents highly recognize the role of camping and nature education, which deserves our high attention and correct guidance. However, the actual situation is that 37.2% of parents have not had any experience with camping, and parents who have had camping experience also participate in camping less frequently. 65.92% of families choose "1-3 times a year". Therefore, it is necessary to guide primary and secondary school educators and parents to change their mindset, enable children to master natural knowledge and skills in nature, cultivate scientific exploration ability, shape good ecological awareness, enhance friendship among classmates, enhance teamwork awareness, and promote students' comprehensive development.

2.2 Widely addicted to electronic products but unable to change

The proportion of primary and secondary school students owning mobile phones or tablets is high, and children can be seen indulging in mobile phones in public places, sitting or lying in a posture, leaning their necks forward, and having a habitual hunchback, which is very unhealthy. At home, many students spend their spare time playing games, chatting on WeChat, and watching videos, indulging in a virtual world that they cannot extricate themselves from. A survey shows that the phenomenon of teenagers becoming addicted to electronic products is becoming increasingly common, which hinders the development of imagination, observation, and creativity. They lack a sense of closeness and curiosity towards nature, which has caused anxiety among parents and teachers. However, in the face of this common phenomenon, respondents often express their powerlessness.

2.3 Both family and school are absent, and the frequency of getting close to nature is low

On the one hand, it is a constant addiction to electronic products, and on the other hand, there is a serious lack of natural education. Being close to nature refers to the intimate contact between people and the natural environment, such as walking in nature, enjoying natural scenery, exploring natural mysteries, experiencing the beauty of nature, and relaxing the body and mind. When asking children about the frequency of getting close to nature, about 30% are 1-3 times a month, and about 30% the frequency is very low or almost non-existent. About one-third of children approach nature less than once a month. Natural deficiency disorder is a phenomenon proposed by American author Richard Love, which is a series of physical and psychological problems caused by the complete separation of modern urban children from nature. Excessive use of mobile phones is associated with reduced natural contact. [11]The natural deficiency syndrome stems from the widespread use of electronic products, the neglect of parents and schools, and the lack of urban natural landscapes. These pose new challenges to families, governments, and educators. Primary and secondary schools have a responsibility to take on the responsibility of natural education, promote children to unleash their nature, stimulate their own potential, and improve their minds.

2.4 Camping activities are highly popular but not highly popular in school

Camping is a new form and mode of consumption, which is a short-term outdoor lifestyle. It involves hiking or driving to places such as valleys, lakes, and beaches for camping and picnics. It has the characteristics of novelty, convenience, flexibility, and affordability, with a low threshold but can greatly meet the emotional and psychological needs of participants, making it highly attractive to primary and secondary school students. When asked if parents have taken their children to camping in the wilderness, 37.18% of parents stated that they have never been there before. The reasons for never taking their children to camping are "lack of knowledge and equipment related to camping in the wilderness", "lack of time", and "interest, but not understanding the way to take their children camping". Provide correct guidance to these parents and believe they can quickly integrate into camping activities; At the same time, schools also need to participate in designing camping courses to promote the development of natural education for primary and secondary school students.

3 Analysis of the Reasons for the Lack of Natural Education in Primary and Secondary Schools

3.1 Limited educational concepts and ineffective development of camping value

Camping is a highly valuable activity that not only relaxes the body and mind, improves the mind, but also integrates multi-disciplinary education. By observing the growth of animals and plants, experiencing weather changes, analyzing terrain characteristics, and understanding local humanities, one can acquire knowledge in natural sciences, ecology, geography, meteorology, humanities and sociology, and other disciplines. Camping can also help students master wilderness survival skills, survival skills, cooking skills, and more. From foreign experience, setting up camping courses in primary and secondary schools can help students learn natural knowledge, cultivate teamwork awareness, enhance communication skills, master self-protection skills, and simultaneously enhance their sense of social responsibility, environmental

awareness, self-control, thinking ability, problem-solving ability, and world exploration ability, comprehensively expanding children's horizons. But currently, the educational value of camping in China is far from being effectively developed. In developed countries, camping is a compulsory course in primary and secondary schools, and is the most popular key course among teachers, students, and parents. Outdoor Education, in its many formats, has a strong historical presence in Western Australia and continues to hold great potential within the curriculum. [12]We have entered a new era, and in the process of building a modern education country, it is necessary to make up for this lesson as soon as possible.

3.2 Insufficient government attention and lack of policy support

The construction of China's natural education system has not yet been effectively launched, and there are few real natural experience education activities. The questionnaire asks parents to point out the problems in natural education in primary and secondary schools. The top three are "shortage of natural education resources, lack of sufficient natural teaching facilities in schools", "lack of corresponding policy support for natural education", and "lack of diversity and practicality in natural education methods". Overall, the resources for natural education in schools are insufficient and policies are relatively backward, which also reflects the difficulty of the education system to break away from the perspective of subject education. In today's country, which repeatedly emphasizes the combination of moral, intellectual, physical, aesthetic, and labor education, quality education and practical activities are still in a disadvantaged position in primary and secondary schools. Only when the education regulatory department attaches great importance and provides policy, funding, and resource support, can we truly promote the establishment of natural education in primary and secondary schools.

3.3 The education system has not taken on corresponding responsibilities

When asked about the participation of children in school organized activities such as outings, camping, and farms in the survey, 34.93% of parents pointed out that "the school has never organized it before," while 14.65% of parents chose to "organize it only once in several years. 95.49% of parents agree with the question of whether natural education for primary and secondary school students should be a part of school education, while only 0.85% disagree. It can be seen that schools are duty-bound to strengthen natural education for primary and secondary school students. However, currently, China's education system places more emphasis on knowledge infusion, strengthening memory and exam taking abilities, and has not taken on corresponding educational responsibilities in social practice and natural education.

3.4 Insufficient collaboration between family and school under the concept of the "San Quan" education system

The growth of children cannot be separated from the joint efforts of families, schools, and society. Full staff education, full process education, and comprehensive education are the requirements proposed by the Central Committee of the Communist Party of China and the State Council in the "Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation". Family school collaborative education can provide students with a comprehensive and effective growth environment, improve education quality, build a harmonious education ecosystem, and achieve comprehensive development of students. However, interviews have shown that schools lack a strong grip on home school collaboration,

new methods and measures for home school integration, and rarely carry out diverse collaborative education activities. For parents and schools who are more responsible for strengthening nature education, 78.31% of parents choose "home school collaboration" as more important. Due to the need for parents to cooperate in preparing food, equipment, clothing, and other preparations for camping activities, it is the best opportunity for home school integration. The formation of a joint force between family and school will jointly improve the quality of student training, not only solving the problem of natural deficiencies, but also promoting the reform of "three comprehensive education" and enhancing the relationship between family and school.

3.5 Insufficient natural education resources and limited measures

Some parents pointed out that the current natural education resources in schools are relatively limited, and schools generally lack sufficient natural environments and teaching facilities. The corresponding teaching staff is also not guaranteed, resulting in a lack of opportunities for students to engage in natural education and practice. The existing content of nature education is also relatively single, mainly focusing on the understanding and protection of the natural environment. The dull classroom teaching makes it difficult for children to truly understand the diversity and complexity of the natural environment. Only by taking children deeper and deeper into nature can they truly appreciate the charm of the natural environment and improve the quality of student training from multiple perspectives.

4 The Implementation Path of Strengthening Nature Education in Primary and Secondary Schools

4.1 Government coordinated planning to promote the reform of the natural education curriculum system

Firstly, we need to strengthen policy guidance, introduce specific measures, and provide institutional guarantees for schools to carry out natural education through policy guidance and special investment. If the curriculum requirements and class hours of natural education in primary and secondary schools are clearly specified, a risk prevention and control mechanism should be established to dispel safety concerns caused by the school organizing students to carry out natural education. Secondly, we should pay attention to financial support and facility construction, providing funding and resource support in the construction and operation of natural education bases, camping research, and wilderness survival. We should build more campsites around us that are free, safe, convenient, with different styles, complete facilities, and rich practical education content, and support schools in strengthening natural education. At the same time, it is necessary to do a good job of overall planning and coordination, conscientiously implement the "double reduction" policy, encourage schools to design and develop natural education courses, and integrate local education resources and folk culture.

4.2 Coordinated promotion of schools and implementation of natural education responsibilities

Firstly, schools should assume their due responsibilities, such as offering camping courses, equipping professionals, conscientiously carrying out teaching tasks, and completing nature

education in accordance with the requirements of compulsory courses. Secondly, it is necessary to clarify the goals of natural education, focus on cultivating students' comprehensive qualities, stimulate learning interest through practical experience, improve hands-on skills through field investigations, enhance natural knowledge through scientific education, cultivate innovative abilities through drawing inspiration from nature, and strengthen environmental awareness through environmental protection activities. The third is to develop diverse natural education content, based on natural science knowledge, combined with environmental protection, human geography, life skills, etc., to build a complete natural education knowledge system, and develop it based on the characteristics of students of different age groups. Primary school students should focus on parent-child relationships and game interaction, middle school students should focus on natural knowledge and animal and plant exploration, and high school students should focus on human geography and field skills. The fourth is to build a rich curriculum system that mobilizes the senses of touch, smell, hearing, taste, and vision. The elements that can be integrated should cover multidisciplinary knowledge, such as wetland exploration, wildlife harvesting, environmental science popularization, wilderness survival, natural photography, natural painting, etc., forming a camping curriculum system that integrates viewing, experience, interaction, and science popularization, achieving the goal of integrated education. The fifth is to explore various educational methods. Camping can be combined with short distance learning trips, which need to include outdoor knowledge training, natural ecological knowledge exhibitions, parent-child game venues, team expansion training activities, local historical and cultural introductions, and patriotic education. The sixth is to strengthen teaching management and strengthen teacher training. The content of nature education in primary and secondary schools covers multiple disciplines such as natural sciences, humanistic geography, outdoor leisure, and scientific experiments, covering a wide range of subjects. The requirements for teachers are high. It is recommended to rely on teachers from disciplines such as geography, history, technology, and sports to provide professional training for teachers who love outdoor sports. Combining their own majors, they should strengthen their thinking in nature education and transmit subject knowledge in nature education.

4.3 Serve family school collaboration, improve the quality and connotation of natural education

The Opinion on Improving the Mechanism of School Family Social Collaborative Education proposes that by the end of the 14th Five Year Plan period, the government's overall leadership of school family social collaborative education work will be stronger, and the institutional system will be basically established and sound. It emphasizes that by 2035, a school family social collaborative education mechanism with clear positioning, sound mechanisms, close linkage, and scientific and efficient efficiency will be formed. Home school collaboration is a mutually complementary, trusting, and supportive relationship formed under the leadership of the school, with the premise of two-way interaction and active communication between teachers and parents. Without a home school integration platform, collaboration cannot be implemented, and camping courses in nature education are just natural resource circulation platforms that can assist in human, financial, equipment, and other aspects. Relying on camping education to enhance the substantive integration of home and school is an effective way to implement a collaborative education mechanism. Schools should actively obtain parental support for home school co education, unite with parents and social forces, and promote the implementation of natural education.

4.4 Relying on social forces and consolidating the joint efforts of quality education

Natural education is different from classroom teaching, and it is necessary to motivate society, schools, and families to form a joint force and participate together. The "Modernization of Education in China 2035" emphasizes the need to "form a new pattern of education governance with the participation of the whole society", "promote the normalization of social participation in education governance", and "support and standardize the development of education by social forces". Faced with the economic hot spot of camping, the government actively guides and encourages social capital investment to jointly participate in the construction of educational infrastructure, forming a good atmosphere of concern, support, and active participation in the modernization of education by the whole society. For example, cross-border integration with research institutions and travel agencies, or using parks, educational bases, etc. as school camping practice bases, offering immersive experiential education courses, etc. Non profit models can be used to attract social figures, including teachers, public officials, researchers, tour guides, outdoor coaches, enthusiastic parents, entrepreneurs, etc. Based on strict training, a stable nature education team can be quickly built to fill the gap of insufficient professional teachers.

4.5 Improve facility conditions and layout camping education bases

China's Education Modernization 2035 emphasizes integrated development, joint construction and sharing. In order to quickly create a high-quality camping education base that can be utilized around us, we need to leverage the advantages of social forces, rely on resources such as campsites, parks, education bases, and science popularization demonstration areas to carry out regional cooperation, and coordinate with families, society, and schools to jointly create a natural education camping base around us. Camping activities contain enormous economic potential, and relevant institutions should be good at finding business opportunities in the camping craze, and develop camping research activities based on the needs of students' parents. Camping bases should be equipped with clean bathrooms, wash basins, complete parking lots, charging stations, and other supporting facilities. Convenient catering services should be provided, and animal and plant experience areas and cultural knowledge and science exhibitions should be added. There should also be barbecue areas, pavilions, and other living facilities. I hope that the government and society can work together to promote the construction of camping bases between mountains, rivers, and forests. This will not only contribute to modern quality education, but also leverage the rural revitalization and development strategy to promote local economic development.

5 Conclusions

There is a serious lack of natural education in primary and secondary schools, manifested in a lack of understanding of the value of natural education, a general addiction to electronic products but unable to change, a lack of homes and schools, low frequency of getting close to nature, and popular camping activities but low popularity.

The reasons for the lack of natural education in primary and secondary schools include limited educational concepts and ineffective development of camping value; Insufficient government attention and lack of policy support; The education system has not taken on corresponding

responsibilities; Insufficient collaboration between family and school under the concept of "three complete education"; Insufficient natural educational resources and single methods.

The implementation path for strengthening natural education in primary and secondary schools is to coordinate and plan with the government to promote the reform of the natural education curriculum system; Secondly, schools should coordinate and promote the implementation of natural education responsibilities; The third is to serve the collaboration between family and school, and improve the quality and connotation of natural education; Fourthly, relying on social forces to consolidate the joint efforts of quality education; The fifth is to improve the facilities and conditions, and layout camping education bases.

References

- [1] Jiao Ronghua. The Road to Natural Education for Children [D]. Nanjing Normal University, 2016, p.126.
- [2] Hu Qihong. Development Opportunities and Prospects for China's Parent Child Camping Tourism Market [J]. China Market, 2018,(16), pp.129-130.
- [3] Zhang Mengzhen. Research on the Current Situation of Family Nature Education for 3-6 Year Old Children in Nanjing [D]. Nanjing Normal University, 2021, p.56.
- [4] Wang Chao. Exploration of Outdoor Education in Primary and Secondary Schools in Singapore [D]. Hainan Normal University, 2021, p.43.
- [5] Zhang Jia. A comparative study between China and Japan on the current situation and effectiveness of children's natural education participation [D]. Dalian International Studies University, 2021, p.31.
- [6] Ma Yihong. A Study on the Practice Model of Outdoor Education in Contemporary Primary and Secondary Schools in the United States [D]. Northwest Normal University, 2006, p.41.
- [7] Zhang Zijie. Research on the Design of Parent Child Camping Experience Based on the Concept of Natural Education [D]. Zhejiang University of Technology, 2021, p.31.
- [8] Song Meiru. Research on the Application of Extracurricular Activities in High School Ideological and Political Courses from the Perspective of Discipline Core Literacy [D]. Huaibei Normal University, 2022, p.47.
- [9] Scanlin M. What Is Camp About? Campers Share Their Opinions, [J]. Camping Magazine, 2001, 74, pp.29-31.
- [10] Wang Dan, Research on the Educational Function Requirements of Campsites Based on the Carnot Model [D]. East China Normal University, 2017, p.58.
- [11] Wang C, Geng L, Rodríguez-Casallas D J. The role of nature-deficit disorder in the associations between Mobile phone overuse and well-being and mindfulness[J]. Current Psychology,2021,42(2), pp.1-12.
- [12] Duncan P, Michael D, Beth H. The nature and scope of Outdoor Education in Western Australia[J]. Journal of Outdoor and Environmental Education,2023,26(2), pp. 269-282.