

Under the framework of YE moral education, the development and implementation of the "Four Appropriate" concept-led education and creativity cultivation curriculum: A case study of the high school division of Nanning No. 14 Middle School

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Abstract: To achieve the first goal of promoting moral education through education, consider the differences among students and foster innovative abilities, so the high school division of Nanning No. 14 Middle School developed the "Ye" moral education system and created the "Education and Creativity Ye" curriculum based on the "1001 YE Moral Education" project of the Nanning Institute of Educational Science. In light of the principles of "appropriateness for special needs, appropriate slowing, appropriate advancement and appropriate universality", the content of this curriculum is organised into a series of parts: "Will-cultivation, Conduct-cultivation, Interest-cultivation, Environment-cultivation and Forging-cultivation", and covers the five educational channels: curriculum, practice, activities, collaboration and culture. In addition to the main competencies and the "Spring Water Culture", the results show that the curriculum also takes into account the common traits and individual differences of students, promotes all-round and personalised development for all students, and provides a school-based practice model for inclusive education and the cultivation of innovative talents.

Keywords: YE Moral Education Curriculum, Four Appropriate Curriculum, Education and Creativity.

1. The Significance of the Moral Education Curriculum System, the Education and Creativity Curriculum, and the "Four Appropriate" Curriculum

The system of the moral education curriculum is an organic whole with systematic, hierarchical, practical and dynamic features; it is formed by educational institutions through the scientific arrangement and combination of various elements in the curriculum related to moral education under the guidance of specific educational values and the fundamental task of cultivating virtue through education, in order to achieve the goals of moral education. It is the main carrier and basic mode for carrying out moral education work and cultivating students' correct worldviews, views on life and values.

The Education and Creativity Curriculum (a curriculum to foster innovative ability) is a comprehensive system of all kinds of courses, practical materials, teaching aids, etc. In line with the strategy of innovation-driven development, and considering the educational laws and the nature of students' physical and mental growth, this aim is to foster students' innovative consciousness, innovative thinking, innovative ways of learning, and innovative practical abilities; thus, the resulting curriculum system will be theoretical, practical and innovative.

The "Four Appropriate" Curriculum is an organic system of the curriculum that includes aims, content, implementation, evaluation and support for learning. In line with the people-oriented educational philosophy, in accordance with educational laws, taking into account the physical and mental development of students, adhering to the principle of teaching according to students' aptitudes, and based on the general direction of "appropriateness for special needs (special students), appropriate slowing, appropriate advancement and appropriate universality", a scientific, inclusive, hierarchical and practical curriculum system will be established. It can help achieve the goals of educational equity and inclusive education, and also promote the all-round and personalised development of students.

According to the "1001 YE Moral Education" brand curriculum teaching and research plan put forward by the Nanning Institute of Educational Science, the high school division of Nanning No. 14 Middle School has comprehensively summarized its educational and teaching practice and put forward a series of systematic school-based moral education "YE" systems, etc.

To promote inclusive education, foster all-round and personalised development of students, balance group commonalities with individual differences, and ensure that students at different stages of development can receive suitable educational support, the high school division of Nanning No. 14 Middle School has introduced the "Four Appropriate" curriculum concept. Based on the main ideas of "appropriateness for special needs, appropriate slowing, appropriate advancement, and appropriate universality" in the development of students' innovative ability, the school has developed a sub-curriculum for the school-based "YE" moral education curriculum called the Education and Creativity YE Curriculum, which is rich in interaction, embodiment and integration.

2. Development and Implementation of the Education and Creativity Curriculum under the "Four Appropriate" Concept

Nanning No. 14 Middle School started in 1964 and has four campuses now. The high school division of No.14 Middle School is located on Zhu Tang Road, Qingxiu District, Nanning City, and is a model ordinary high school in Nanning. In line with the school motto of "Being knowledgeable and courteous, striving for excellence to serve the country", the school promotes the educational philosophy of "Awakening lives, watching over growth" and has established the spirit of the No. 14 Middle School community: "Continuously strive for self-improvement and compete for excellence; possess great virtue to embrace all things and live in harmony".

2.1 The Moral Education YE Curriculum System of Nanning No.14 Middle School

Nanning No. 14 Middle School is changing the basic task of nurturing virtue through education into vivid practice, deepening the simultaneous development of the five educations, adhering to the direction of key competencies, and focusing on the change of educational methods. Based on the "1001 YE Moral Education" brand curriculum teaching and research plan put forward by the Nanning Institute of Educational Science, and in line with the connotations of "ye" extended to "cultivation" (forging, fusing, tempering and sublimating), our school has developed the Education and Creativity Moral Education "Cultivation" Curriculum.

According to the educational paths put forward in the Guidelines for Moral Education in Primary and Secondary Schools, the school has developed the Education and Creativity Moral Education "Cultivation" Curriculum. The names of the curricula are as follows: Curriculum-based Education: Will-cultivation, Innovative Thinking Launching Curriculum; Practice-based Education: Conduct-cultivation, Innovative Practice Forging Workshop; Activity-based Education: Interest-cultivation, Innovative Competence Fusing Action; Collaborative Education: Environment-cultivation, Innovative Ecosystem Co-cultivation Plan; Culture-based Education: Forging-cultivation, Personality Sublimation, Generation of Innovative Consciousness, Value Radiation and Social Influence.

2.2 Design Concept and Goal

2.2.1 Reflection on the Requirements for Key Competencies and Cultivating Well-rounded Individuals

In 2014, the Ministry of Education issued the "Opinions on Deepening Curriculum Reform Comprehensively and Implementing the Fundamental Task of Fostering Virtue Through Education" and put forward the main competencies for the all-round development of Chinese students. The above are the necessary attributes and basic abilities that students should possess for ongoing development and life in society. At the core of fostering "all-around people" is the framework of the following three parts: cultural foundation, independent development and social participation. The six general abilities are: humanistic inheritance, scientific spirit, learning how to learn, healthy living, sense of social responsibility and practical innovation. There are a total of 18 general items, such as national identity.

The moral education "Cultivation" Curriculum at our school is based on the core competencies for student development. The five educational paths are curriculum-based education, culture-based

education, practice-based education, activity-based education and collaborative education; together they will promote moral education and foster all-round development of students.

2.2.2 In line with the connotation of the "Spring Water Culture" of Nanning No.14 Middle School, this part of the education and creation "Ye" curriculum integrates school culture

The first school established in Nanning in this vein is the Nanning No. 14 Middle School. The school has always followed the educational philosophy of "awakening life and watching over growth", taken the vision of "a continuous flow of happiness and endless growth", set the educational goal of "cultivating noble character and a sense of responsibility to the country", and established the school motto of "being knowledgeable and courteous, and striving to become talented to serve the country". Through the above activities, a school spirit of "continuous self-improvement, striving for excellence, embracing all with virtue, and achieving harmonious coexistence" has been fostered. Under the guidance of school culture and within the framework of the school curriculum, this course integrates the main curriculum design idea of "being knowledgeable and courteous, and striving to become talented to serve the country" with the "Ye" moral education curriculum. The aim of the above integration is to carry out the school's culture and moral education ideas.

2.2.3 Reflecting the Concept of Home-School-Community Co-education in the "Education and Creation 'Ye' Moral Education Curriculum" of Nanning No. 14 Middle School: Collaborative Efforts in Education Support Student Growth

In accordance with the "New Curriculum, New Textbooks and New College Entrance Examination", Nanning No.14 Middle School has issued an "Education and Creation 'Ye' Moral Education Curriculum" that is in line with the curriculum framework of "Cultivating Will, Cultivating Conduct, Cultivating Interest, Cultivating Environment and Cultivating Forging". A joint home-school-community model has been established for moral education to foster students' emotions at home, carry out systematic cultivation at school, and gain practical experience in society. This model can effectively support the implementation of all kinds of activities in the "Ye" curriculum, expand and enhance the scope of moral education activities in terms of time and place, and improve the overall quality, uniformity and practicality of moral education. This model expands the activity settings of the "Education and Creation 'Ye'" curriculum from schools to families and communities and increases the duration of the activity from school hours to after-school time and holidays. It can help the students develop an innovative personality and spirit gradually, refine their innovative thinking and methods, and accumulate innovative knowledge and skills through all-encompassing moral education. Finally, it hopes to nurture students who can create new things in the new era, possess the ability for innovation and practical skills, have a sense of social responsibility, and maximise the educational value of the "Education and Creation 'Ye' Moral Education Curriculum".

2.2.4 In line with the idea of "four suitabilities", a curriculum framework has been established that meets the cognitive patterns, learning needs and life circumstances of most ordinary students

In light of the general aims of moral education set out in the Guidelines for Moral Education in Primary and Secondary Schools, and considering the physical and mental development characteristics of students at different ages well as the particular circumstances of the school, a curriculum system has been developed. The system can meet all the different learning needs of students with various abilities, and there are four types: the "Suitable-Slow Type" has a slow-release model for innovation literacy; the "Suitable-Special Type" has a special model for innovation literacy; the "Suitable-Universal Type" has a stable model for innovation literacy; and the "Suitable-Advanced Type" has a catch-up model for innovation literacy. The "Education and Creation 'Ye' Moral Education Curriculum" has a unified theme and various activities, and an interconnected and progressive structure to achieve the goals of cultivating an innovative personality and spirit, innovative thinking and methods, as well as innovative knowledge and skills.

2.3 Architecture Diagram of the "Education and Creation Moral Education 'Ye' Curriculum"

In accordance with the national strategy of cultivating innovative talents, the Senior High School Division of Nanning No. 14 Middle School fully supports the educational needs of the "New Curriculum, New Textbooks and New College Entrance Examination". It is also in line with the general objective of "nurturing virtue through education" and the main aims of the Education and Creation Curriculum. Given that the word "Ye" has rich connotations, such as "smelting and forging, fusing and tempering, sublimating and elevating", the school has carefully designed and built an original and logical moral education curriculum system in line with the development needs of senior high school

students. According to the laws of physical and mental development for students, this system will help cultivate innovation literacy in young children. In line with the concept of the "Four Suitabilities" for the curriculum, the five stages of this framework are: nurturing will, fostering conduct, awakening interest, creating an environment, and promoting forging; they will lead students from ideological inspiration to practical training and from stimulating interest to environmental immersion to achieve personal sublimation. Through the above steps, students will be able to independently generate ideas and thus achieve the aims of the school's "awaken life and watch over growth" education philosophy and "foster innovation and cultivate students comprehensively" educational concept.

The whole curriculum system shows that the logic for promoting innovation literacy is to "build on the foundation of the curriculum, improve in practice, integrate into activities, and collaborate to achieve integration". All five basic modules have their own reasons for existence, and they are arranged to work together in a closed-loop way to form a complete education system. This system will not only correct the shortcomings of the old fragmented and disjointed curriculum, but also integrate innovation education with moral education in depth and ensure that the cultivation of innovation literacy and moral qualities is promoted continuously over the entire three years of senior secondary school.

3. Implementation Plan for the "Ye" School-Based Innovation Literacy Education

According to the characteristics of cognitive development for students in the three grades of senior high school, our school has built a "spiral-up" innovation ability cultivation curriculum based on the "Ye" Character Curriculum System, which emphasizes the progression of grades and the development of abilities.

3.1 Curriculum Objectives

General Curriculum Objectives: In line with the "Ye" idea, the goals are to cultivate the ability for innovation and innovation literacy; to nurture values and leadership; to foster an innovative personality; and to build innovative talents for the new era.

Stage Curriculum Goals:

Senior One: The Year of Forging the Spark - With the aim of moral education to "know oneself", it inspires a sense of innovation and achieves the change in identity from "observer" to "explorer".

Senior Two: The Year of Advancement in the Furnace - With the moral education goal of "self-exploration", home, school and community are integrated to form systematic thinking and achieve a leap in ability from "explorer" to "creator".

Senior Three: The Year of Tempering in the Ecosystem - Focusing on the moral education goal of "self-actualisation", we will foster innovative leadership and achieve value sublimation from "creator" to "change-maker".

3.2 Curriculum Implementation

The curriculum design for the three grades is in a spiral-upward manner of cognitive forging (Senior One) → cross-border fusion (Senior Two) → ecosystem tempering (Senior Three), leading students from the enlightenment of thinking to the deepening of practice and finally to the sublimation of values.

Senior One: Foundation Forging • The Year of Forging the Spark; Senior Two: Form Forging • The Year of Advancing in the Furnace; Senior Three: Casting Forging • The Year of Tempering in the Ecosystem. All grades have developed the curriculum content and relevant assessments for Cultivating Will, Cultivating Conduct, Cultivating Interest, and Cultivating Environment. Gradually increase the proportion of students' cognitive functions, exercise intensity, scope of activities and collaborative networks in the curriculum. The curricula of the three grades are arranged in a hierarchical manner to promote continuous improvement in students' abilities, values, social influence and cultivation methods across the grades, as well as to increase the level of participation and depth in the collaborative education model of home, school and community.

3.2.1 Senior One: Foundation Forging - The Year of Forging the Spark (Foundation Stage)

Cultivating Will (Ideological Foundation): Based on the three initial principles of "integrating the

mind first, building the foundation with intelligence, and exploring initial perspectives," courses such as Innovative Personality Awareness are employed to achieve enlightenment of innovative awareness and lay a foundation of knowledge.

Cultivating Interest (Stimulation of Interest): The theme is "A Glimpse of the Forging Fire and the Emergence of Colour", and it will be very appealing to students through hands-on activities.

Cultivating Conduct (Practical Application): Based on the "Forging Workshop 1.0" and the "Smelting Arena • Bronze Level", some basic innovative tools and problem-solving methods will be introduced to the students.

Cultivation Environment (Immersive Scenarios): organise activities, such as Family Innovation Day and a Human Library, to create an environment of cooperative innovation at home and school and allow students to experience the value of innovation in their daily lives.

Curriculum Evaluation: The "Spark Badge" is a certificate of stage achievement that indicates the first forging of the innovative spark for students has been accomplished.

3.2.2 Senior Two: Integration Forging • The Year of Advancing in the Furnace (Deepening Stage)

Cultivating Will (Capability Advancement): Based on the ideas of "integration and breakthrough", "advancement in intelligence" and "deepening of perspectives", systematic, innovative thinking and ethical consciousness can be fostered in students.

Cultivating Interest (Expansion and Deepening): In accordance with the idea of "the forging fire spreading across the land and the colours becoming vibrant", students' original interests will be expanded into all kinds of studies and social activities.

Cultivation of Conduct (Capability Upgrade): It has been upgraded to "Forging Workshop 2.0" and "Smelting Arena • Silver Level" to give students a chance to learn about industrial engineering and teamwork.

Create a good ecological environment for growth: Build an ecosystem of "school-community collaboration chains for growth" and organise activities such as simulated family innovation days and corporate innovation internships, so that students can put forward their ideas in real social situations.

Curriculum Evaluation: The "Furnace Atlas" will be used to record the progress of students' innovation ability and show all kinds of growth results.

3.2.3 Senior Three: Casting and Forging • The Year of Tempering in the Ecosystem (Sublimation Stage)

Cultivating Will (Value Sublimation): Focus on "integration without boundaries, the pinnacle of intelligence, and the sublimation of perspectives" to help students be more conscious of social problems and develop systematic thinking, innovation, leadership, etc.

Cultivating Interest (Value Consolidation): According to the theme "The Eternal Forging Fire and Lasting Colours", students can be taught that innovation is a long-term value that can be inherited and improved upon.

Cultivating Conduct (Social Responsibility): It has been named the "Forging Workshop 3.0" and the "Smelting Arena • Gold Level", and students can use their excellent innovative abilities to solve serious social problems.

Cultivate the Environment (Cross-border Symbiosis): Build a "cross-border collaboration and symbiosis" ecosystem to make full use of the innovation of open ecosystems for students.

Curriculum Evaluation: The "Innovation Emblem" is a certificate of innovative ability given out at the end of senior high school; it shows that students have completed the process of cultivation from a "spark" to an "ecosystem", demonstrating their future-oriented innovation literacy and social responsibility.

In the three stages of the "Ye" curriculum in senior high school, there is interaction and spiral progression of moral education activities and their effects. It integrates all the different practices, participations, methods, paths, collaborations, integrations, individual expressions and other outstanding features derived from "Ye" into the Education and Creation Moral Education Curriculum.

4. A Case Study of Student Tracking in the Implementation of the Education and Creation Curriculum

Classmate Nong is a student from the Class of 2024 in the Senior High School Division of Nanning No.14 Middle School who has been ranked among the top students in his grade ever since he started school. He is very interested in science and technology; he can observe closely, is eager to explore, wants to try new things, and has good independent learning and innovation abilities. After entering senior high school, he actively participated in the school's "Education and Creation 'Ye' Moral Education Curriculum System". Over the past three years, through systematic cultivation and personalised guidance, his innovative ability has been strengthened, his innovative thinking refined, and his innovative personality has been formed. Given his strong professional foundation and extensive experience in innovative practice, he performed well in the general assessment for admission to South China University of Technology in 2024, passed the university interview, and was finally admitted to Sichuan University of Science and Technology. He is now a typical case of innovative talent cultivation under the school's "Education and Creation 'Ye'" curriculum. His development path fully demonstrates the teaching logic of the curriculum, which is to nurture the will, conduct, interest, environment and forging spirit.

Senior One: Lighting the Fuse. When Nong first entered senior high school, he had a strong interest in science and technology, but he did not have systematic training in innovative thinking or practical experience; thus, his understanding of innovation was only at the level of interest. Based on the "Cultivating Will and Cultivating Interest" modules in the school's "Education and Creation 'Ye'" curriculum, he has actively participated in many activities, such as the "My Innovative Dream" theme sharing session and introductory lectures on technological creativity. After learning about the new ways of life from the research of scientists, he wished to use technology to improve life and help others, so his interest in innovation was further aroused. In the practical 3D printing sessions of the Cultivating Conduct curriculum, he diligently learned the operation method, formed a team, used the 3D printing skills he had learned, repeatedly revised the design plan, optimised the equipment storage model, and finally completed the design for the "School Gymnasium Project" to solve a practical problem in the school. He was named the top student of the year at school. Through the training of foundational thinking, he learned to integrate knowledge from all places and could solve problems alone.

Senior Two: Integration and Breakthrough. In his second year of high school, Nong used the Cultivating Conduct and Cultivating Environment modules in the "Education and Creation 'Ye'" curriculum to expand his innovative activities. He actively participated in the research and learning activities organised by the school in cooperation with the Cell Bank of the Guangxi Academy of Sciences. Under the guidance of his research advisor, he has collected knowledge on cell culture and biological experiments systematically and gradually integrated technology with life sciences. Based on what he had learned about programming, he helped the team collect and analyse the data from the experiments, optimised the experimental process, and thus increased the efficiency of the research work. He performed well in his studies and was chosen to join a small research group.

Senior Three: Cultivating Morality. In his senior year, with the help of the Casting Forging and Cultivating Environment modules in the "Education and Creation 'Ye'" curriculum, Classmate Nong gradually achieved a double sublimation of innovation and personality; he developed from an "innovative practitioner" into a "social innovation leader" and actively registered to participate in the Belt and Road Youth Maker Camp. Based on his good ideas and rich practical experience, he was one of the best students in China. Working with young people around the world, he combined artificial intelligence and his knowledge of biology and programming to jointly build a technology project that was both practical and beneficial to the public. Through this work, he has shown the results of China's technological development well as well as the spirit of innovation and social responsibility among young Chinese people to young people around the world.

After three years of regular training in the "Education and Creation 'Ye' Moral Education Curriculum", Classmate Nong has shown excellent progress and become a leader in social innovation. He obtained some good innovative skills and an organised way of thinking for innovation, and also developed an innovative personality with a strong sense of responsibility, a desire to share, and a spirit of lifelong learning. His growth path has been both technologically advanced and humanistic; therefore, he received high praise from the judges at the comprehensive quality interview at South China University of Technology and was finally admitted to Sichuan University of Science and Technology. The development case of Classmate Nong shows that the "Education and Creation 'Ye' Moral Education Curriculum System" at Nanning No.14 Middle School is scientific and effective. It can be

seen from the above that the idea of the "four suitable conditions" and the home-school-community collaborative education model are necessary to cultivate innovative talents, and it provides a typical case for the school's future work in innovative education.

Conclusion

The "Education and Creation Moral Education 'Ye' Curriculum System" at the senior high school division of Nanning No. 14 Middle School has an effective system, rich content and innovative implementation methods, and can help students develop their literacy in innovation. Through this curriculum system, students will be able to develop all-around and achieve growth in knowledge, ability and morality; they will gradually become talents of the new era with an innovative spirit, practical skills and a sense of social responsibility. In the future, the school will continue to strengthen the improvement of the curriculum, steadily optimise the curriculum system, and work hard to foster more innovative talents in line with the demands of social development. In the wave of education in the new era, it hopes to write an even more glorious chapter and contribute to the strength of Nanning No. 14 Middle School in the development of the educational cause.

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