

Strategy analysis of integrating Chinese excellent traditional culture into primary school moral education under the background of moral education and cultivating people

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ABSTRACT

Chinese excellent traditional culture has rich content and important educational value. Moral education shoulders the educational mission of establishing morality and nurturing people, and the combination of Chinese excellent traditional culture and moral and moral education programmes can better play its unique value of nurturing people. This paper takes the integration of Chinese excellent traditional culture into moral education in primary schools as an entry point, firstly explains the origin and connotation of Chinese excellent traditional culture, and then analyses the value logic and practice strategy of integrating Chinese excellent traditional culture into moral education in primary schools, in order to provide reference for the practice in reality.

KEYWORDS

Lifelong Learning; Chinese Excellent Traditional Culture; Moral Education in Primary Schools

1 Introduction

With the enhancement of the comprehensive national power and the development of spiritual civilisation, integrating Chinese excellent traditional culture into moral education in primary schools plays an important role in promoting the formation of students' correct worldview, outlook on life and values. Incorporating Chinese excellent traditional culture into moral education in primary schools can further enrich the teaching content of moral education classes in primary schools, cultivate students' feelings of love for Chinese excellent traditional culture, enhance students' recognition of Chinese excellent traditional culture, and strengthen students' sense of responsibility and mission to inherit and carry forward Chinese excellent traditional culture. The article mainly focuses on the study of the strategy of integrating Chinese excellent traditional culture into the moral education of primary schools.

2 Overview of Chinese Excellent Traditional Culture

2.1 The Origin of Chinese Excellent Traditional Culture

The development of culture is dynamic, and culture itself is also epochal, in the continuous evolution of history, the accumulation and progress of culture is also gradually evolving. Chinese civilisation has a long history, the Chinese excellent traditional culture is formed and developed by the Chinese nation in the process of long-term historical development, which has nurtured the valuable spiritual character of the Chinese nation and cultivated the pursuit of the Chinese people's noble values.

2.2 Connotation of Chinese excellent traditional culture

Chinese excellent traditional culture is rich in content, is a grand spiritual treasure trove. Chinese traditional culture contains a lot of universal survival wisdom for human beings to follow, including the true meaning of the relationship between human beings, human beings and society, and human beings and nature. In terms of spiritual form, it mainly includes the following three forms of expression:

First, the power of cohesion. The excellent traditional Chinese culture takes the relationship between human beings as the main body, connects human beings with nature and the harmony of the society, pays attention to virtue, and has strong cohesive force.

Second, the power of compatibility. The Chinese nation has always emphasised the openness to absorb all the outstanding cultures and promote the development and progress of the society.

Thirdly, the power of the world. Chinese traditional culture emphasises self-improvement and the unity of knowledge and action, which can effectively stimulate people's sense of practicality and have a great impact on society and individuals^[1].

3 The Value Logic of Integrating Chinese Excellent Traditional Culture into Moral Education in Primary Schools

3.1 Excellent traditional Chinese culture is the source of thought for cultivating new people of the times

Chinese excellent traditional culture has always been concerned about ethical and moral issues, in which the people-oriented thinking, filial piety and fraternal duty as the first concept of social ethics, self-improvement and enterprising spirit of hard work, the sense of concern in times of peace and security, and cultivate one's moral integrity and family's sense of family and nationhood, etc., lay a solid ideological foundation for the formation of a wider range of values and identities.

Moral education in primary schools is based on the development of students' core qualities, educating them in the ideology of socialism with Chinese characteristics, socialist core values and the Chinese dream, and guiding them to a deeper understanding of patriotism, collectivism and the spirit of socialism. They are the concentrated manifestation of traditional Chinese culture in the new era, embodying the concepts and spirit of socialist ideology. Young people in compulsory education are at the stage of forming their world view, life view and values, which are highly plastic but lacking in stability.

They must maintain their spiritual independence and awakening of consciousness, be based on the present, and hold fast to their cultural self-confidence. Chinese excellent traditional culture is a part of socialist ideology with Chinese characteristics, integrating it into moral education in primary schools can help purify the social environment, cultivate students' patriotism, consciously integrate personal growth with the development of the motherland, and consciously integrate their love for the Party and the patriotism and the ambition to serve the motherland into the action of promoting Chinese excellent traditional culture, so as to strive for the realisation of the motherland's prosperity and strength.

3.2 Chinese excellent traditional culture is the source of strength of cultural self-confidence as a cultural system

Chinese excellent traditional culture provides fertile ground for the formation of socialist ideology with Chinese characteristics, is the carrier of traditional values of the Chinese nation, and is the source of strength for firm socialist cultural self-confidence.

The concepts of establishing people on the basis of virtue and seeking common ground while reserving differences, of beauty and commonwealth, and of the law of nature and the unity of mankind are the source of the continuing development of the culture of socialism with Chinese characteristics, elucidating the theoretical origin and direction of the development of socialism with Chinese characteristics, pointing out where socialism with Chinese characteristics has come from and where it is going, and further enriching the contemporary connotations of the culture of socialism with Chinese characteristics.

It has further enriched the contemporary connotation of socialism with Chinese characteristics.

After the 18th National Congress of the CPC, the CPC has taken the people-oriented idea of 'the people are the basis of the state' as its new governing philosophy, and put forward the idea of 'the mountain is the people, and the people are the mountain' as its philosophy of governance, which is a refined and highly sublimated version of the excellent traditional Chinese culture in the course of the development of the times. The Chinese Communists have always taken the excellent traditional Chinese culture as the ideological foundation of their governing philosophy, learnt the idea of 'harmony', actively promoted the development concept of building a 'community of human destiny', and walked out of the road of mutual respect and win-win development, promoting the development of countries all over the world on the basis of their own development.

We are also seeking to promote the synergistic development of all countries in the world on the basis of our own national development. In the traditional Chinese culture of the rule of law, the 'rule of virtue' and the 'rule of law' complement each other, providing an important reference for the new era of party governance and national security. The cultural concept of 'the unity of heaven and mankind' has pointed out the direction for the CPC to form the ecological environment development road of 'green water and green mountains are golden mountains and silver mountains', which has further solved the major practical problems of China's ecological civilisation construction. Socialist culture with Chinese characteristics contains rich ethical concepts and values in traditional culture, which is the historical accumulation and concentrated manifestation of the core ideas of Chinese excellent traditional culture.

The combination of Chinese excellent traditional culture and moral education can make students further understand the growth history of the Chinese nation and the development process of socialist culture with Chinese characteristics, so that they can consciously grow up to be the main force for the inheritance of socialist culture with Chinese characteristics^[2].

4 The Realistic Dilemma of Integrating Chinese Traditional Excellent Culture into Moral Education in Primary Schools

4.1 The intellectualisation of moral education is out of touch with the students' position

The combination of Chinese traditional culture and moral education in primary schools can give good play to its unique educational functions, but there are still some deficiencies in the integration process: first, Chinese traditional culture is rich in connotation, presenting a systematic structural system. In specific teaching practice, the rich knowledge of Chinese excellent traditional culture is often presented in the way of scattered teaching, specifically manifested in simple general knowledge, famous quotations and aphorisms, humanities classics, scientific and technological achievements, etc. At the same time, the richness of Chinese excellent traditional culture is also reflected in the systematic structure of the two cultures, and the two cultures have been integrated into each other.

At the same time, Chinese excellent traditional culture presents certain regional differences, in the specific teaching process, teachers' teaching practice lacks of careful research, ignoring the students' cognitive status quo, can't be well combined with the characteristics of the times, teaching only touches on the surface knowledge of traditional culture, the process of integration of people in the form of a lack of attention to the connotation of traditional culture and enhancement. Secondly, the tendency of disciplining is more prominent. Some teachers are restricted by the teaching mode of the discipline, and in practice they inherit too much thinking and stereotypes of the teaching of the discipline, and pay less attention to the differences of the attributes of moral education, resulting in a lack of dynamism and vitality in the classroom. The cultivation of academic literacy is a process of continuous transformation and enhancement of academic knowledge, cultivation and interest in academic disciplines. Disciplinary knowledge is transformed into disciplinary ability and precipitated into disciplinary cultivation, and disciplinary cultivation is further enhanced to form interest and love for the discipline'. The lack of reasonable teaching methods will affect the effect of the integration of Chinese traditional culture. Thirdly, the lack of students' subject position.

There is a certain distance between Chinese excellent traditional culture and students' real life, so we must face the relationship between curriculum learning and students' life. There is an obvious gap between the moral education curriculum and the students' life experience, and if this gap is not handled well, the moral education curriculum is just a kind of "concept about morality", which can't really influence the students' psychology and behaviour.' Chinese excellent traditional culture is a value system with rich connotations, in the process of integrating into the teaching process, if the teacher in accordance with the education of adults in the way of presenting the teaching content, the course of teaching shows not only 'adulthood' orientation, but also to the students of the main body of life and the value of the life of the value of the neglect of the orientation, 'This education will be the same as that of the students, the students will have to pay attention to the value of their lives, the teachers will be able to learn from the students. 'This kind of education leads to the phenomenon of disregarding the value of the individual student's life and reducing the individual to a socio-educational tool' [3].

4.2 Conflict between the long-term value of moral education and the current development of the students

From the perspective of 'future citizens', we should pay attention to the growth of children's education, because the progress of society can not be separated from the continuous development of children, who are the realisers of the 'ideal society'. The long-term significance of moral education is to cultivate students to form core qualities, and the Chinese excellent traditional culture is intended to guide students to understand the basic knowledge, deepen their cultural heritage, cultivate their national emotions, and form an identity with the common values of the Chinese nation. The education of Chinese excellent traditional culture is a long process, and its educational value and effect also exists in an external and internal way, teachers should not only pay attention to its future value, but also to its contemporary value.

Currently, moral education in primary schools advocates the formation of students' core qualities as the orientation of curriculum evaluation, and the integration of Chinese excellent traditional culture into the curriculum makes the curriculum content and evaluation richer and more dynamic.

However, the following problems still exist in the specific aspects of curriculum practice:

First, focusing on the political and ideological nature of the evaluation content, ignoring the formation of students' core qualities such as intrinsic character, and the evaluation process lacks comprehensiveness and comprehensiveness.

Secondly, excessive emphasis is placed on the assessment of external qualities such as knowledge and ability, while the assessment of students' internal qualities such as emotional attitude is neglected, and the assessment method lacks development and scientificity.

Thirdly, there is a lack of communication between multiple evaluation subjects, and the evaluation of the curriculum is generalised and superficial. In order to make the excellent traditional Chinese culture fully integrated into the curriculum, the evaluation method must be adjusted.

5 The Practical Path of Integrating Chinese Excellent Traditional Culture into Moral Education in Primary Schools

5.1 Optimise the content of moral education and incorporate traditional cultural elements

Integrating traditional cultural elements into moral education, but it is necessary to combine the students' school segments, school situation and their own development level, select representative traditional cultural stories, poems and songs as teaching materials, so that students can feel the charm of traditional culture in learning. For example, in the morality and the rule of law 'carry forward the excellent family style' in this lesson, the teacher can let the students in small groups to collect information on the excellent family style, in the process of students sharing, guiding students to find that the excellent family style is also a manifestation of the excellent traditional culture, and further feel that the excellent traditional virtues of the Chinese nation to bring the important spiritual strength of the generation, and let the students look for the excellent family style around them, and make it clear that the excellent family style has an important impact on a person and a family. The students will be able to find the excellent family style around them and make clear the important influence of excellent family style on a person and a family. At the same time, teachers can also combine the characteristics of the subject, the traditional cultural knowledge infiltration into the language, history, art and other subjects teaching, forming a moral education synergy^[4].

5.2 Innovative teaching methods to stimulate students' interests

In order to make students better understand and accept traditional culture, teachers need to innovate teaching methods, such as the use of multimedia teaching, displaying traditional culture pictures, videos and other materials, to enhance the intuition and vividness of the teaching; organise students to carry out role-playing, scenario simulation and other activities, so that students can feel the connotation of traditional culture in their personal experience. In the second book of the fifth grade language materials have a masterpiece unit, in the teaching process, teachers need to teach creatively, you can carry out interesting textbook drama activities, so that students really feel the uniqueness of traditional culture, to mobilise the enthusiasm of students to learn masterpieces.

5.3 Strengthen teacher training and improve teachers' cultural literacy

Teachers are the implementers of moral education, and their cultural literacy and teaching level directly affect the effect of moral education. Therefore, it is crucial to strengthen teacher training and improve teachers' cultural literacy and teaching ability. Schools can organise traditional cultural knowledge training for teachers, invite experts and scholars to give lectures and lessons to help teachers understand the connotation and value of traditional culture; constantly encourage teachers to carry out research on traditional culture and apply the research results in moral education, to enhance the relevance and effectiveness of moral education, so that teachers can be comfortable in the actual teaching and effectively improve the quality of moral education.

5.4 Families, schools and society work together to educate people and create a cultural atmosphere

Families, schools and society are the three main bodies of moral education, and should work together to create a good cultural atmosphere. Parents should guide their children to get in touch with and understand traditional culture, tell them the stories behind traditional culture, and cultivate their interest in excellent traditional culture. In addition, parents should take their children to read classical books and watch excellent documentaries. For example, in the programme 'China in the Canon', viewers can see the words in the canon as if 'alive', and can travel through thousands of years to have a dialogue with the ancients. The programme presents the Chinese wisdom and spirit contained in the canonical books in a diversified and innovative way, which is more conducive to students' understanding and absorption. Schools can make use of after-school hours to organise traditional cultural experience activities for students, such as calligraphy competitions, Chinese painting, traditional handicrafts, etc. These activities not only allow students to experience the artistic charm of traditional culture, but also allow them to cultivate the qualities of patience and meticulousness in the process of hands-on practice. At the same time, schools can also play the relevant videos of traditional cultural inheritors through multimedia, and invite non-genetic inheritors into the school to explain and demonstrate, so that students can more deeply understand the connotation and value of traditional culture. Effective practical activities allow students to experience traditional culture, stimulate their interest in learning, further enhance their sense of identity and belonging to traditional culture, and improve their cultural literacy. Various organisations in society should strengthen the publicity and promotion of traditional culture to raise students' awareness of and attention to traditional culture. At the same time, it is also necessary to intervene in a timely manner in the undesirable culture on the Internet, so as to purify the environment in which primary school students go online.

6 Conclusion

It is of great significance and value to integrate traditional excellent culture into moral education in primary schools. Through optimising the content of moral education, innovating teaching methods and means, strengthening teacher training and collaborative parenting among family, school and society, traditional culture can be effectively integrated into moral education in primary schools. This will not only help to improve the moral and cultural qualities of students and cultivate a new generation of young people with high moral and cultural qualities, but will also pass on and carry forward the excellent traditional Chinese culture.

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