

# The Cultivation and Promotion of the Core Quality of “Feelings of Home and Country” in the Course of “Disaster Science”

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**Abstract:** All kinds of natural disasters are the common enemies faced by all countries in the world. With the over exploitation of resources and the destruction of ecological environment, natural disasters have been on the rise since the 21st century. We can't avoid them. We have to face the challenge with science as a weapon. As a late start discipline, “Disaster Science” shoulders the important task of popularizing disaster knowledge through education. Through the teaching of this course, students can have a more comprehensive and real understanding of the causes of disasters, master the skills of disaster prevention and relief, and improve their core literacy of “feelings of home and country”. Based on the overview of “Disaster Science” and the current teaching situation, this paper focuses on the necessity of cultivating students' core quality of “feelings of home and country feelings”, and discusses the effective strategies to improve the quality of “Disaster Science”.

**Keywords:** Disaster Science; Feelings of Home and Country; Core Literacy

With the continuous development of global population and economy, natural disasters have become a severe challenge in the process of survival and development of all countries in the world. Disaster prevention and reduction is the common mission and responsibility of all mankind. Education is the core element of disaster prevention and reduction plan, and knowledge is the key factor to determine the success or failure of disaster prevention and reduction plan. As a general education course in many colleges and universities, “Disaster Science” is not only conducive to the promotion of China's disaster prevention and mitigation plan, but also helps to cultivate and enhance students' feelings of home and country.

## 1. Overview of “Disaster Science”

“Disaster Science” is a discipline opened for a short time. It mainly focuses on the professional analysis and research of disasters. Because of its diversified the types and processes of disasters, its research span is large, which needs to carry out cross penetration research from natural science and social science on the basis of modern system science, and recognize the nature of disasters through research, in order to provide scientific and reasonable decision-making theoretical basis for disaster prevention, disaster relief and disaster resistance, and guarantee the social stability and economic development <sup>[1]</sup>.

## 2. Current teaching situation of “Disaster Science”

Because the course of “Disaster Science” started late in China, there are many problems in the current teaching situation.

First of all, “Disaster Science” as a professional discipline, the depth and breadth of teaching materials used at this stage need to be expanded and strengthened, the lack of domestic and foreign advanced disaster prevention and mitigation case collection, at the same time, the lack of research on common disasters in China; secondly, colleges and universities do not attach great importance to “Disaster Science”, and the enthusiasm of teachers and students in the teaching of this subject is insufficient. Finally, in colleges and universities, theory is light of practice, and lack of practical hardware support construction, which is not convenient for teachers to carry out the practical teaching of “Disaster Science”, so they can only indoctrinate theory teaching with limited teaching materials, thus reducing the students’ demand for “Disaster Science” interest, and it is more difficult to cultivate “feelings of home and country” of the students<sup>[2]</sup>.

### **3. The significance of cultivating students’ core quality of “feelings of home and country”**

#### **3.1 Resisting the impact of changes in the international situation**

With the acceleration of globalization, the field of communication among countries in the world is more and more extensive, involving politics, security, economy, ecological environment and other aspects. The frequency and depth of communication are also increasing. The whole dynamic international situation has brought great impact on contemporary college students. College students are in the critical stage of forming a world outlook. They are vulnerable to the negative impact of the international economic environment because they have not yet formed rational discrimination ability. Moreover, because having not entered the society, they lack a sense of self responsibility and family responsibility, let alone a strong sense of social responsibility. Therefore, it is an important task of the current era to cultivate college students’ core quality of “feelings of home and country” and establish students’ correct ideals and beliefs, so as to be rational and patriotic through the teaching of “Disaster Science”.

#### **3.2 Resisting the influence of new Internet media**

The development and popularization of the Internet has completely subverted our work, study and life. The most obvious thing is the openness and freedom of Internet information, which makes us enjoy the great convenience of access to information, but at the same time, it also brings some bad information, which needs us to carefully identify. College students are the new generation growing up with the Internet. They are full of curiosity about all new things. Facing a large number of intuitive Internet information, including all kinds of disaster information constantly appearing in every corner of the world, college students are easily affected by some extreme Internet comments due to their lack of objective and rational judgment, which has a negative impact on their self values<sup>[3]</sup>。

#### **3.3 The conflict of resisting the contradiction of market economy**

China’s socialism is in an important period of transformation, leading to serious social polarization, social interest subjects present complex diversity, and contemporary college students enjoy the rich material life brought by the development of market economy, easily leading to spiritual neglect. Especially under the influence of exam oriented education and severe employment environment, the balance of China’s higher education tends to benefit oriented employment competitiveness education. Some scholars even criticize that today’s higher education cultivates only a group of exquisite egoists, who pay more attention to the improvement of their own competitiveness, and are busy with all kinds of research, but are indifferent to social public welfare practice. This can easily lead some college students to lose their value orientation in the economic contradictions in the period of social transformation, pay too much attention to personal gains and losses and ignore the responsibility of home and country. Even in the face of all kinds of sudden natural disasters in our country, they cannot shoulder the responsibility and obligation of the social protagonist and put into the disaster relief of the motherland.

### **4. Strategies for improving the core quality of “feelings of home and country” in “Disaster Science” course**

#### **4.1 Building a perfect teaching system of disaster science**

In order to comprehensively improve the core quality of “feelings of home and country” in disaster science, we need to improve the existing curriculum system and adopt the mode of combining specialty and general knowledge. On the one hand, it can offer a variety of professional elective courses related to disasters, such as earthquake introduction to earthquake disaster knowledge, geological disaster control engineering design of geological disaster prevention and control, meteorology

and climatology of meteorological disaster prediction, disaster risk management of disaster risk assessment, preparation and exercise of disaster emergency plan; on the other hand, it can be added the disaster general course to all college students to introduce the causes of natural disasters and the knowledge and skills of disaster reduction and relief. These courses can be opened in offline classroom or online on the Internet platform. Through the construction of the disaster curriculum system of specialty + general education, the popularization rate of disaster knowledge of college students has been comprehensively improved, so that students can have a correct and comprehensive understanding of disasters, stimulate students' fighting spirit to participate in national disaster prevention and relief, and enhance the sense of responsibility of students to serve the society and protect their homes.

## 4.2 Carrying out rich practical activities of disaster science course

The implementation of "Disaster Science" course focuses on the unity of knowledge and practice. It is far from enough to popularize disaster knowledge for students only in theory. It also needs to carry out rich disaster practice activities, which requires colleges and universities to build experimental centers and practice bases for practical activities, so that students can understand natural disasters such as earthquakes through the most intuitive experiments, and carry out various disaster evacuation exercises regularly, so as to improve the quality of life students' skills of coping with disasters<sup>[4]</sup>. At the same time, colleges and universities can set up a variety of disaster rescue teams, which will study and practice for many times, lead the rescue team to go deep into the grass-roots units of our country to carry out various popular science propaganda activities of disaster prevention and reduction, and go deep into the first line of disaster. It is necessary to participate in the basic work of disaster relief, and participate in the psychological relief work of residents after the disaster, or cooperate with the volunteer team to carry out regular activities in primary and secondary schools and communities. The earthquake and fire drill will stimulate students to promote universal disaster safety education, enhance their sense of social responsibility of disaster safety awareness, and enhance their core literacy of "feelings of home and country".

## 4.3 Building a strong campus culture of "Disaster Science" course

In order to improve the core quality of "feelings of home and country" of "Disaster Science", it is necessary to cultivate students' disaster prevention cultural quality in the strong campus cultural environment of disaster science. In addition to the national disaster prevention publicity month, we can also build various disaster cultural areas on campus, such as the popular science volcano disaster area, the area commemorating the Wenchuan earthquake, the area commemorating SARS, etc. through the restoration of some real scenes, students can always feel the harm of disasters to the nation and the threat to people's lives, and also see the Chinese nation in the face of sudden disasters. The responsibilities of the students inspire the courage of college students to face the disaster, strengthen the confidence of the students to protect the small family and the big country, and cultivate the students' excellent feelings of home and country.

## 5. Conclusion

"Feelings of home and country" is a valuable resource of Chinese traditional culture, which is manifested in different forms in different times, provides immeasurable power for the development of the Chinese nation, and will continue to inspire us to continue to forge ahead. With the advent of the era of science and technology, the younger generation seems to pay more attention to personal development, ignoring the national responsibility on their shoulders. In this context, "feelings of home and country" is set as the core quality of students' education, including the disaster science course offered by colleges and universities, which will enhance students' home and country feelings through various effective ways and cultivate the spirit of contemporary youth for responsibility.

## References

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