

# Explore the Integration of Excellent Traditional Culture in the Primary and Secondary School Curriculum

Ying Chen

Chisha Primary School, Haizhu District, Guangzhou, Guangdong, 510320

---

**Abstract:** In order to fully carry forward and inherit the excellent traditional culture, we cannot leave the school education activities, and integrating the excellent traditional culture into the primary and secondary school curriculum can effectively carry forward and inherit the excellent traditional culture, active primary and secondary school curriculum content, and fundamentally improve the cultural level of students. However, there are still many problems to be solved in the actual process of integration, which teachers need to pay attention to, constantly optimize the teaching mode, improve the teaching quality, and ensure that the excellent traditional culture can be carried forward.

**Keywords:** Primary and secondary school curriculum; Excellent traditional culture; Integration

---

## Foreword:

In essence, the excellent traditional culture is not only to help students to have a deep understanding of the customs of the 56 Chinese ethnic groups, the precipitation of five thousand years of culture, and the historical understanding and inheritance. To a certain extent, it can also improve the national soft power and national cohesion, and strengthen the traditional cultural literacy. In a sense, to carry forward and inherit the excellent traditional culture, we must rely on the educational activities of schools, so it is an inevitable way to effectively integrate it into the curriculum of traditional culture to play the role of primary and secondary schools.

## 1. Analyze the problems faced by integrating excellent traditional culture into the curriculum of primary and secondary schools

### 1.1 What kind of excellent traditional culture is integrated into the curriculum teaching of primary and secondary schools

As is known to all, excellent traditional culture has been accumulated for thousands of years. In order to develop and inherit, the Education Bureau issued the education guidelines on traditional culture in 2014 - "Improving the Education Guidelines of Chinese Excellent Traditional Culture", in which the three aspects of life, patriotism and cultivating one's morality are mainly taken as the core content of traditional culture education<sup>[1]</sup>. But in fact, there is still a lack of scientific and effective measures of what content it chooses into the curriculum teaching of primary and secondary schools. In particular, there is no clear and reliable development path in handling the relationship between exam-oriented education concept and learning traditional culture and how to integrate excellent traditional culture learning in primary and secondary school curriculum teaching, leading to the effect of integrating excellent traditional culture in primary and secondary school curriculum teaching is not obvious.

### 1.2 How to integrate the excellent traditional culture in the primary and secondary school curriculum

At the present stage, there are two ways to integrate the excellent traditional culture into the curriculum teaching process of primary and secondary schools: the first is to increase the teaching subjects, which is to add a subject with the focus of learning the traditional Chinese classics. For example, Di Zi Gui, Three Character Classic and Tao Te Ching; the second is integrated into the teaching of other subjects, simply put, the educational value of excellent traditional culture is effectively permeated into the study of various subjects, so as to realize the purpose of integration. The above two integration methods have both advantages and disadvantages. If it is to increase the teaching course, will involve the development of new teaching material content, preparation and

teaching mode choice, etc., although it can avoid education and learning repetitive and randomness, prompting students in learning to ensure coherent content and richness, but the shortage is many teaching material, education resources, lead to curriculum development difficulty, teaching funding and the emergence of teacher training, virtually increase the burden to the school. Although integrating excellent traditional culture into the curriculum teaching of primary and secondary schools can effectively avoid the complicated and complicated curriculum development process, it has higher requirements for teachers' teaching level. At present, some teachers have not have a deep understanding of the value of excellent traditional culture, but just instill traditional culture as ordinary cultural knowledge to students, and the concept of exam-oriented education is deeply rooted in <sup>[2]</sup>. Therefore, teachers should combine the two teaching modes on the basis of ensuring the existing teaching mode, so as to ensure the sustainable development of the excellent traditional culture.

## **2. Analysis of integrating excellent traditional culture integrated into the curriculum of primary and secondary schools**

### **2.1 Building the teaching materials**

At the present stage, the most obvious textbook for integrating excellent traditional culture is the "ministry-edited" Chinese textbook, and the researchers have conducted in-depth research from both the macro and micro perspectives. From the analysis of the connotation of excellent traditional culture, Wen Xiaojun summed up several characteristics of the Chinese textbooks compiled by the Ministry: diversified forms, strong discipline, extensive knowledge and strong ideas; Chen Song and Zhang Yanling and others mainly summarized four characteristics from the perspective of choosing traditional culture: The Times, strong teaching effect, both cultural quality and strong classic; And Liu Nannan mainly from the perspective of the design of illustrations focused on the ministry of the first grade Chinese volume of the excellent traditional culture teaching content, And clearly pointed out that the insertion of paintings in the textbook not only helps students to better understand the content of the textbook, It can also deepen the influence on traditional cultural content with the help of color, In order to help the students to learn the Chinese course content well.

### **2.2 Construction of disciplines**

In the process of integrating excellent traditional culture into the curriculum of primary and secondary schools, the characteristics of disciplines can be divided into: intellectual discipline, ideological discipline and artistic discipline. Among them, the knowledge subject is mainly Chinese textbooks, and scholars mainly focus on three aspects: what to teach, the significance of teaching and the teaching mode. For example, Professor Han Xueping discussed the significance of the teaching language, the value of traditional culture, education mode and how to penetrate the traditional culture. Wen Xiaojun analyzed the problems and breakthroughs in the Chinese course teaching process from the perspectives of teaching materials, teaching, goal and evaluation.

Ideological subjects refer to the ideological, moral character and social curriculum in primary school and the political and ideological course <sup>[3]</sup> in middle school. In this process, Dong Wei mainly analyzed the connotation of the excellent traditional Chinese culture with the characteristics of The Times and expounded the value of ideological and political education. Shi Jun clearly put forward the ancient Chinese hundred schools of thought, in the process of learning to help students to develop good quality and moral accomplishment, to realize the purpose of enlightenment and integrity.

## **3. The integration countermeasure of excellent traditional culture in primary and secondary school curriculum**

### **3.1 Integrate the excellent traditional culture into the curriculum design**

At present, the curriculum teaching content of primary and secondary schools in China is relatively scattered. In order to help students clearly sort out the knowledge context and clarify and systematize the cultural structure, teachers need to build the overall teaching framework and formulate the effective teaching plan according to the actual situation when designing the curriculum. Specifically, when designing the course goal, the teachers' usual teaching goal is to let the students learn a certain aspect of cultural knowledge through the teaching process, so as to cultivate them with a certain emotion, and strive to achieve the integration and penetration in these three aspects. However, in the actual teaching process, the primary content of teachers is to integrate excellent traditional cultural elements into the course objectives of each subject, and to refine them based on the actual teaching situation.

### **3.2 Integrate the excellent traditional culture into the teaching of small and medium-sized courses**

The integration of excellent traditional culture into the teaching process of primary and medium-sized courses should pay attention to the following points: First, it should be combined with the existing teaching mode, and focus on the heuristic teaching

instead of the cramming teaching. In the process of heuristic teaching, we should pay attention to the value of the problem, cleverly design the situational teaching, and pay attention to the rationality of the problem. The second is to combine the <sup>[4]</sup> with the brand-new course content. In other words, the excellent traditional cultural content should be permeated into the scope of social practice activities, inquiry learning and social services, and the students' experience should be enhanced through situational teaching. For example, when teaching about "filial piety" related content, teachers can arrange students home to their parents to wash their feet, wash clothes or cook a meal, and record the whole process in detail, and write down the most true feelings; or let the students help neighbors do a good thing, and share with classmates neighbors' praise, so that students deeply feel the joy of "give roses, hand fragrance". In addition, the development of traditional culture curriculum also needs to be combined with the characteristics of the school running, the main reason is that the characteristics of the school running, school culture, teacher and student structure and geographical environment are closely related. Only when the excellent traditional culture curriculum can be integrated with the characteristics of the school can it play its educational role to the greatest extent.

#### **4. Tag**

To sum up, in view of the problems faced by integrating the excellent traditional culture into the curriculum of primary and secondary schools, the relevant personnel need to strengthen their research efforts and implement it in many fields, so as to promote the excellent traditional Chinese culture to be deeply rooted in the people's hearts. At the same time, teachers should adopt the most scientific teaching mode, the most suitable for modern development and the most close to the school philosophy according to the actual teaching situation, so as to give full play to the application value of traditional culture.

#### **References:**

- [1] Liao Jingqian. The Significance, difficulty and countermeasures of integrating excellent traditional culture into the curriculum of primary and secondary schools [J]. Educational Exploration, 2020 (05): 25-27.
- [2] Zha Yuyao. The integration of excellent traditional Chinese culture into moral education courses in universities, primary and secondary schools [J]. Modern education theory cluster, 2019 (02): 7-8 + 10-11.
- [3] Zhang Shanchao, Li Baoqing. Integration of Chinese excellent traditional culture into primary and secondary school curriculum design: connotation, path and characteristics [J]. Educational Theory and Practice, 2020,36 (11): 49-51.
- [4] Wuguangbrook. Research on the integration of Chinese excellent traditional culture into moral education curriculum in Primary and secondary schools [J]. The Road to Success, 2021 (34): 6-7.