

Research on the strategy of integrating traditional culture education into Chinese teaching in secondary vocational schools

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Abstract: Traditional culture is the foundation of the development of the Chinese nation and the basis for the sustainable development of the Chinese nation. Integrating traditional culture into Chinese education in secondary vocational schools can help students to deeply understand the connotation of traditional culture, enhance personal cultural self-confidence, and lay a solid foundation for Chinese learning. Based on this, this paper analyzes and researches the strategy of integrating traditional culture into Chinese teaching in secondary vocational schools, expounds the concept and connotation of traditional culture education, analyzes the status and significance of traditional culture in Chinese teaching in secondary vocational schools, and puts forward the strategy of integrating traditional culture into Chinese teaching in secondary vocational schools for reference.

Key words: Chinese teaching in secondary vocational schools; Traditional culture education; Comprehensive quality level

Foreword

Integrating traditional culture education into the Chinese teaching of secondary vocational schools is helpful to train students to form a good language expression ability and cultural level, enhance students' cultural heritage and improve students' social responsibility. At the same time, the infiltration of traditional culture education into Chinese teaching will help mobilize students' enthusiasm for learning, enable students to form innovative thinking ability, and help students better adapt to their future career development. Therefore, this paper focuses on the integration of secondary vocational education into traditional culture, and is committed to providing more resources for the growth and development of students.

I. The concept and connotation of traditional culture education

Traditional culture education refers to the education work, with traditional culture as the center, to cultivate students' good traditional cultural accomplishment and traditional cultural spirit, and through the use of various teaching methods, so that students can fully understand and comprehend the ideological connotation of traditional culture, improve students' cultural accomplishment, moral quality and comprehensive quality. The connotation of traditional culture education is relatively extensive, and its significance is profound, involving the understanding and knowledge of historical and cultural traditions, and is of great significance to the promotion of traditional Chinese cultural thoughts, moral norms and intuitions of old love.

The goal of traditional culture education is to cultivate students' good cultural accomplishment and confidence by penetrating the contents of traditional culture, so that students can form the quality of innovation. Traditional culture education is not only the cultural heritage of the Chinese nation, but also the spiritual pillar, and is an indispensable part of modern education. In the process of educational practice, traditional culture education can be reflected in diversified ways. Traditional cultural activities and cultural experiential teaching can be used to meet the development needs of students, let students establish correct values, and promote the growth and development of students.

II. The status and significance of traditional culture in Chinese teaching in secondary vocational schools

In the Chinese teaching of secondary vocational schools, traditional culture is a particularly important component. First of all, traditional culture is the important component of our culture, which contains more abundant human connotation and spiritual value, has unique historical and cultural value. Students in secondary vocational school are in a critical period of physical and mental development. Learning traditional culture is helpful to deepen students' understanding of traditional culture and build up national self-confidence. Secondly, traditional culture is an important part of Chinese teaching in secondary vocational schools, which plays an important role in students' learning. By integrating into traditional culture, it helps to improve students' cultural accomplishment and form good aesthetic ability and language expression ability.

Traditional culture education is a kind of education mode, it is also a kind of value concept. Under the background of contemporary fast-paced life, secondary vocational students tend to have a utilitarian thinking mode. The value of traditional culture emphasizes benevolence, justice, rites, wisdom and trust, advocating value orientation, which helps students establish correct values. The traditional culture education helps to cultivate the quality of students' innovative thinking, and enables students to develop into innovative talents in the new era. Therefore, traditional culture not only plays the role of cultural inheritance in the Chinese teaching of secondary vocational schools, but also helps to promote students' growth and development.

Most of the secondary vocational students are junior middle school students, their cultural foundation is weak, students' learning ability is not good, and they have not formed a good self-control ability, students are prone to the loss of goals, lack of learning motivation

problems. And in the secondary vocational language teaching into the traditional culture education, the Confucius and Mencius, Lao Zhuang Tao infiltrated into the education work, to give students more inspiration, through the way of education guidance to let students in-depth study and understanding, in the acquisition of knowledge at the same time to improve personal moral quality ability, to solve the current problems in education work.

III. The strategy of integrating traditional culture education into Chinese teaching in secondary vocational schools

Chinese has always been the carrier of traditional culture education, and the teaching of Chinese courses should be based on the textbooks and articles, and in-depth analysis of the cultural background and environment. Therefore, Chinese teachers in secondary vocational schools should deeply realize the important value of Chinese teaching in inheriting and carrying forward traditional culture, and infiltrate excellent traditional culture into teaching so that more students can be infected and influenced by traditional culture education. The strategies of traditional culture education in Chinese teaching of secondary vocational schools are as follows:

1. Do a good job in education and guidance

First, teachers should lead by example. Chinese teachers in secondary vocational schools need to strengthen self-study, love traditional culture, and make unremitting efforts to improve their traditional cultural literacy. If Chinese teachers can read widely and read well, they can form good quality, and better influence and guide students to learn traditional culture, accept traditional culture and learn traditional culture.

Secondly, the teaching method guidance. Most of the secondary vocational students are students with learning difficulties in the stage of compulsory education. Their learning habits are relatively poor, they lack interest in learning, and they don't know much about excellent traditional cultural knowledge. Therefore, in Chinese teaching, teachers should adopt the principle of teaching students according to their aptitude, do a good job in the guidance of education, grasp the students' learning psychology. Before Chinese teaching, teachers also need to take time to explain traditional culture and stories to students. Through these familiar historical stories, students can deeply understand traditional culture. This kind of teaching method is helpful to mobilize students' learning and cognition, and fully tap the positive value of traditional culture, so that students can deeply understand and learn traditional culture, and better help students to get social development.

For example, in the teaching of *A Dream of Red Mansions*, teachers can cultivate students' cultural self-confidence and literary accomplishment. In teaching, teachers can guide students to deeply understand the meaning of the novel by explaining the historical background and cultural connotation of the novel, and explore the realistic value of the novel in combination with the development background of modern society. In addition, teachers can also make students fully understand the moral concepts and aesthetic values of traditional culture through the characters and plots in the novels, and deepen students' understanding of traditional culture. Teachers can explain familiar historical stories to students, so that students can have a deep understanding of traditional culture, and help students to learn and think better.

2. Constantly explore the value of traditional culture

There are more traditional cultural resources in the Chinese textbooks of secondary vocational schools, and there are also a lot of traditional culture in the Chinese textbooks of secondary vocational schools, which also provides a broader educational opportunity for Chinese teaching in secondary vocational schools. However, it should be noted that when traditional culture is integrated into classroom teaching, teachers should pay attention to imparting traditional cultural knowledge to students, which directly ignores the humanistic characteristics of traditional culture and is not conducive to students' learning. As a matter of fact, the values of traditional Chinese culture can be deeply reflected in the ideological systems of Taoism and Confucianism. The Taoism advocates calmness and inaction, the unity of heaven and man, which contains dialectical thought; These excellent traditional moral concepts should be fully reflected in the teaching of Confucian classics, such as self-cultivation for learning.

For example, "Lin Daiyu Entering Jia Fu" involves more traditional cultural elements, including house building culture, etiquette and custom culture. Therefore, secondary vocational teachers should be good at digging out the cultural and educational values in the textbooks and infiltrating them into education and teaching, so as to better mobilize students' learning enthusiasm and let them form a good cultural awareness and quality.

3. Carry out traditional cultural practice activities

Traditional cultural practice activities are helpful to mobilize students' enthusiasm for learning, fully combine the concept of traditional culture with the development of society, and help students to further study and understand Chinese knowledge. For example, teachers can use the comprehensive practice course of Chinese to organize traditional Chinese culture competition to test students' understanding of traditional Chinese culture, better help students deepen their understanding of traditional culture and enhance their comprehensive quality and ability. Teachers can organize and carry out interesting practical activities, so that students can improve their enthusiasm for learning Chinese culture and form a good cultural accomplishment through preparation before class, organizing competitions, group evaluation, based on textbooks, knowledge expansion and practical activity evaluation. Teachers can also combine some special days to lead students to learn cultural activities, including coming-of-age ceremony, teacher worship ceremony, moon worship ceremony, etc., so that students can actively participate in traditional cultural practice activities, so as to deeply understand the spiritual connotation of Chinese culture and form national self-confidence.

For example, before the Mid-Autumn Festival, teachers organize students to have a poetry chanting competition, so that students can

appreciate and learn their favorite ancient Chinese, and mobilize the enthusiasm of students to learn traditional culture. At the same time, the teachers organize students to make traditional handicrafts and let them make some traditional handicrafts by themselves, from which they can experience and feel the charm value of traditional Chinese handicrafts, so as to improve students' hands-on practical ability and innovative application ability. These traditional cultural experience activities help students to deeply understand and feel traditional culture, enhance students' physical and mental quality, cultivate their imagination and creativity, and promote students' development.

4. Improving teachers' traditional cultural literacy

The degree of Chinese teachers' mastery of traditional culture directly affects the actual teaching effect. Therefore, Chinese teachers should strengthen the research of the traditional culture content contained in the teaching materials of Chinese majors, enhance the traditional cultural accomplishment of individuals, better grasp the essence of culture, and lay a solid foundation for the subsequent teaching work. Chinese teachers should innovate the Chinese teaching plan, so that secondary vocational students can learn more traditional culture in a limited time. When necessary, Chinese teachers should divide the emphasis of traditional culture content according to the teaching needs, and incorporate the spirit of patriotism and collectivism into the teaching so that students can fully feel the value and charm of traditional culture.

5. Create a good teaching atmosphere

First, give full play to the role of teachers in teaching. During the study of classical literature, teachers should lead students to conduct in-depth analysis and study of the textbooks, and deeply understand the connotation and essence of them. Teachers should integrate works into teaching practice, lead students to understand the connotation of words between the lines, create a good learning atmosphere for students, help students feel the charm of literature and art, and improve students' cultural quality. Second, teachers should build cultural corridors for students and post famous sayings in school corridors, classrooms and office areas. And at around ten o'clock every day, they should play the Disciple Rules for the whole class to read after them. Teachers should create a good learning atmosphere for students, design propaganda content, so that students can study in a good environment and learn moral education knowledge. Thirdly, in classroom teaching, teachers should guide students to recite classic articles, increase students' knowledge reserve, let students better understand the connotation of traditional culture, and mobilize students' enthusiasm for learning.

For example, in order to let students understand and feel the charm of traditional culture, teachers can use a variety of teaching methods and means, including poetry, songs, movies and videos, to create a good cultural atmosphere. For example, in teaching, teachers can play movies, TV series and other film and television works to help students feel the characteristics of novels more vividly and better understand the historical development background of traditional culture. At the same time, by creating a good teaching atmosphere, teachers can explain related poems and songs, so that students can feel the artistic charm of culture.

Epilogue

To sum up, under the background of vocational education reform, it is crucial to accelerate the reform and innovation of Chinese classroom teaching mode. Therefore, Chinese teaching in secondary vocational schools should pay attention to the selection of entry points, and optimize the ways and methods of education to improve the effectiveness of traditional teaching. Chinese teachers should form a strong sense of responsibility and mission, take the initiative to choose appropriate teaching methods, use interesting and rich traditional culture to carry out teaching, better mobilize the enthusiasm of students to learn, so that students into the traditional culture learning activities.

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