

The strategy of integrating Chinese excellent traditional culture into the teaching of morality and rule of law in junior high school

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Abstract: The strategy of integrating Chinese excellent traditional culture into the teaching of morality and rule of law in junior middle school aims to combine traditional culture with modern education and cultivate students' all-round development. Through the analysis of the teaching practice of morality and rule of law in junior middle school, this paper probes into the ways and methods of integrating into the excellent traditional Chinese culture.

Key words: Chinese excellent traditional culture; Junior high school morality and rule of law; Teaching strategy; Moral accomplishment;

I. Explore the value of fine traditional Chinese culture

The fine traditional Chinese culture, as the treasure and soul of the Chinese nation, carries the wisdom and spirit of the Chinese nation for thousands of years. It not only contains rich historical deposits, enabling us to trace the past and understand the evolution, but also contains profound philosophical thoughts, enlightening our thinking and cognition. Not to mention its unique aesthetic pursuit, so that our hearts have been edified and sublimated. These are the values of traditional Chinese culture, and also the reasons why it can survive thousands of years and still be full of vitality. The fine traditional Chinese culture emphasizes the five core values of "benevolence, justice, propriety, wisdom and trust", which are the essence of the Chinese nation's moral concept. Traditional virtues such as loyalty, filial piety, etiquette and harmony are the concrete embodiment of these five core values. These virtues are not only the embodiment of personal cultivation, but also the bellwether of social morality.

II. The feasibility of integrating the excellent traditional Chinese culture into the teaching of Morality and Rule of Law in junior high school

The feasibility of integrating excellent traditional Chinese culture into the teaching of Morality and Rule of Law in junior middle schools is reflected in many aspects. This is in line with the current trend of curriculum reform. With the deepening of education reform, the curriculum of Morality and Rule of Law in junior middle school emphasizes more and more on cultivating students' ideological and political quality and moral accomplishment, and is committed to the all-round development of students' personality.

III. The implementation of the integration of excellent traditional Chinese culture into the teaching of morality and rule of law in junior middle schools

The integration of excellent traditional Chinese culture is of great significance to the teaching of morality and rule of law in junior middle schools. In terms of the integration of curriculum content, under the background of the new curriculum reform, the curriculum of morality and rule of law in junior middle school pays more and more attention to the ideological and political quality and moral cultivation of students, and focuses on improving the personality of students in the course teaching. Through the integration of excellent traditional Chinese culture, the curriculum content is more abundant, which is conducive to improving the moral quality of students. For example, in the teaching process, teachers can introduce elements such as filial piety, etiquette and integrity from excellent traditional Chinese culture, so that students can feel the charm of traditional culture in their studies and practice these values in real life. Secondly, in terms of teaching methods, in order to better integrate into the excellent traditional Chinese culture, teachers begin to abandon the traditional didactical teaching, and adopt various means such as situational teaching and case teaching to enable students to form active exploration behaviors in class and improve their participation and interest.

IV. The problem of integrating Chinese excellent traditional culture into junior high school moral and rule of law teaching

1. Teachers' insufficient understanding of the excellent traditional Chinese culture

The lack of teachers' understanding of the fine traditional Chinese culture is a problem that cannot be ignored. Multiple factors of history and society lead to the fact that some teachers may not get enough education of excellent traditional Chinese culture in the process of growing up. In this case, it is often difficult for them to deeply explore and pass on the essence of traditional culture in teaching, which affects students' understanding and acceptance of excellent traditional Chinese culture. This kind of influence is two-sided. On the one hand, as the transmitters of knowledge, teachers' understanding directly determines how much students can learn about the true connotation of excellent traditional Chinese culture. If teachers themselves know little about traditional culture, it is difficult for them to provide students with in-depth and comprehensive explanations in the teaching process, resulting in students' understanding of traditional culture remaining on the surface.

2. The content of excellent traditional Chinese culture in the teaching materials is not rich enough

The content of excellent traditional Chinese culture in the textbooks is not rich enough, which is an urgent problem to be solved. The current teaching materials may not cover the fine traditional Chinese culture sufficiently, which leads to the teaching content appears simple and not rich enough. In this case, it may be difficult for students to fully understand and feel the charm of excellent traditional Chinese culture in the learning process. Teaching material is the main basis of teaching, and the richness of its content directly affects the quality of teaching. If there is less content about excellent traditional Chinese culture in textbooks, it may be difficult for teachers to fully demonstrate the diversity and richness of traditional culture in the teaching process, thus limiting students' cognition and understanding of traditional culture. Secondly, the excellent traditional Chinese culture is the treasure of our country, which has deep historical deposits and rich connotations. If the content of traditional culture in the textbook is not rich enough, then students may not be able to fully understand and feel the charm of traditional culture, which will have an adverse impact on their inheritance and promotion of excellent traditional Chinese culture.

3. Students' interest in fine traditional Chinese culture is not high

Students' interest in the excellent traditional Chinese culture is not high, which is a phenomenon that needs attention. In modern society, with the rapid development of science and technology, many students may be more inclined to pursue new and fashionable things and lack enough interest in traditional culture. This phenomenon may affect the effectiveness of their learning of excellent traditional Chinese culture in ethics and rule of law courses. Interest is the best teacher. If students do not have enough interest in the excellent traditional Chinese culture, they may lack enthusiasm in the learning process and find it difficult to devote themselves to the study of traditional culture. This will not only affect their understanding and acceptance of traditional culture, but also may greatly reduce their learning effect in ethics and rule of law courses. Students' lack of interest in traditional culture may lead to their incomplete understanding of our country's history and culture, and may even affect their identity and cultural confidence.

4. The lack of connection with real life makes it difficult to apply what they have learned

Lack of contact with real life, it is difficult to realize the application of learning, which is a problem that needs attention. In the teaching process, if the teaching content cannot be closely integrated with the reality of students' lives, it is difficult to inspire students' awareness of applying the excellent traditional Chinese culture to real life. This may lead students to believe that there is no practical significance in learning traditional culture, which will affect the teaching effect. The purpose of learning traditional culture is to let students better understand and inherit the excellent traditional Chinese culture, and apply the knowledge in real life to improve their moral cultivation. However, if the teaching content is out of touch with the reality of students' lives, students may feel that traditional culture is far away from their lives and difficult to empathize with, resulting in resistance to the study of traditional culture. The lack of connection with real life may also lead to students being unable to apply what they have learned in real life, reducing the practical significance of learning. If students are unable to combine traditional cultural knowledge with real life, it is difficult for them to realize the value of learning traditional culture, which further affects their identification and acceptance of traditional culture.

V. Measures to integrate Chinese excellent traditional culture into junior high school moral and rule of law teaching

1. Strengthening teacher training to enhance teachers' understanding and recognition of fine traditional Chinese culture

In order to strengthen teacher training and enhance teachers' understanding and recognition of fine traditional Chinese culture, we can start from the following aspects. Regular training and seminars should be organized to provide teachers with opportunities to learn more about fine traditional Chinese culture, including its historical background, cultural inheritance and values. Through systematic learning, teachers are able to better understand the connotation of traditional culture, so as to pass on these essence to students in the teaching process. Teachers are encouraged to participate in practical activities, such as visiting historical sites and experiencing folk art, so that teachers can feel the charm of traditional culture in practice and enhance their sense of identity with traditional culture. Teachers can start from their own experiences and tell students about the value and significance of traditional culture, so as to stimulate students' interest in traditional culture. In addition, an incentive mechanism should be established to encourage teachers to integrate excellent traditional Chinese culture into their teaching process. For example, awards should be set up to recognize teachers who make full use of traditional culture in teaching, and stimulate teachers' enthusiasm to actively explore and pass on traditional culture in teaching. Communication platforms have been set up so that teachers can share their experiences and achievements in integrating fine traditional Chinese culture into their teaching. Through mutual learning and exchange, teachers can continuously improve their teaching level and better integrate excellent traditional Chinese culture into ethics and rule of law courses.

2. Improve the compilation of teaching materials and increase the proportion of fine traditional Chinese culture

Improving the compilation of textbooks and increasing the content proportion of excellent traditional Chinese culture is of great significance for promoting the application of excellent traditional Chinese culture in the teaching of morality and rule of law. Taking "The Meaning of Family", Volume 1 of Grade 7 as an example, teachers can use the Chinese traditional festival Spring Festival to introduce it and guide students to think about the connotation of "family" in Chinese culture. In the course of compiling the textbook, we should fully consider integrating into the excellent traditional Chinese culture to enrich the curriculum content. The Spring Festival is one of the most important traditional festivals in China. The textbook can introduce its origin, customs and historical background in detail, so that students can understand that the Spring Festival embodies people's yearning for a better life and the pursuit of family happiness. In addition, the

textbook can also introduce traditional cultural elements related to “home”, such as filial piety, etiquette, family concept, etc., to help students understand that in Chinese culture, “home” is not only a living space, but also an emotional sustenance, a kind of responsibility and responsibility. In order to better achieve this goal, when designing the course content, textbook writers need to deeply study the excellent traditional Chinese culture, dig out its connotation and value, and closely integrate it with the moral and rule of law courses to provide students with rich learning materials. When explaining filial piety, relevant content in the Analects of Confucius can be quoted, so that students can understand the status and value of filial piety in traditional culture.

3. Stimulate students’ interest and organize activities and competitions related to excellent traditional Chinese culture

In the course of teaching, teachers can stimulate students’ interest and participation by organizing activities and competitions related to excellent traditional Chinese culture. When teachers lead students to discuss and share the knowledge of “continuation of cultural blood line”, they can introduce “cultural self-confidence” as a concept to stimulate students’ interest in and love for traditional culture. At the same time, teachers can make full use of extra-curricular resources beyond the content of textbooks, such as playing the extra-curricular teaching video “I Repair Cultural Relics in the Forbidden City”. Through visual and auditory stimulation, students can have a deeper understanding of the excellent traditional Chinese culture and arouse their interest and curiosity. When designing themed teaching activities, teachers can create a teaching context of “cultural heritage protection”, so that students can experience and feel the value and importance of excellent traditional Chinese culture in practice. For example, students can be organized to visit museums and exhibitions to understand and feel the precious cultural relics and works of art of excellent traditional Chinese culture.

4. Strengthen the combination of theory and practice, and guide students to use fine traditional Chinese culture to solve practical problems

In the teaching process, it is of great significance to strengthen the combination of theory and practice and guide students to use excellent traditional Chinese culture to solve practical problems. Taking “Who I Am Responsible for, who is Responsible for Me” in the first volume of eighth grade as an example, teachers can introduce the story of Chen Fan, a young man in the Eastern Han Dynasty, “When sweeping the world, he takes care of one house”, so that students can understand the spirit of responsibility and responsibility in traditional Chinese culture. In teaching, teachers should not only impart knowledge, but also guide students to apply the theoretical knowledge they have learned to real life, and cultivate their ability and consciousness to solve practical problems. By quoting the story of Chen Fan, a young man in the Eastern Han Dynasty, teachers can inspire students to think about how he stood firm on his moral principles and soldiered forward in the face of difficulties and responsibilities. Teachers can guide students to discuss and analyze, and think about how they can apply the values and wisdom of the fine traditional Chinese culture to solve the problems they face in real life.

VI. Conclusions

Integrating excellent traditional Chinese culture into the teaching of morality and rule of law in junior middle school is an effective way to improve students’ moral quality and awareness of rule of law. Educators should actively explore and practice integration strategies to contribute to cultivating socialist builders and successors with moral qualities and legal concepts. At the same time, government departments and all sectors of society should also pay attention to and support this educational cause, and jointly promote the inheritance and development of fine traditional Chinese culture.

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