

# A practical study on the construction of school etiquette culture from the perspective of traditional chinese virtues

——Take Chongqing No. 30 Middle School as an example

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**Abstract:** Cultural construction is the only way for schools to achieve connotation development, and there are many ways to improve the “cultural soft power” of schools. Taking the 30th Middle School of Chongqing as an example, this paper, from the perspective of traditional Chinese virtues, explores the connotation and path of the construction of etiquette culture of school culture. Taking the “Three Rites · Five Hearts” course as the carrier, it shows the exploration of the construction of school culture in the front line of basic education, and has achieved good results, forming a series of achievements and models that can be used for reference. Facts show that the construction of school etiquette culture is difficult, but can be done.

**Keywords:** traditional virtue; Etiquette culture; school

## 1. Introduction

China is a country of etiquette with a long history and an ancient civilization. The etiquette culture has a long history. Understanding and speaking etiquette are the basic qualities and requirements of contemporary citizens. Young students at the critical stage of growth need to understand that civility is the manifestation of personal culture, art, morality, thought and other accomplishments. They can improve themselves and the code of conduct of communication with others through etiquette, develop civilized and polite behavior habits, and become elegant, open-minded, optimistic, polite and honest citizens.

In 2010, the Ministry of Education formulated and implemented the Guidelines for Civilized Etiquette Education in Primary and Secondary Schools, which requires that the socialist core value system be effectively integrated into the whole process of school education, carry forward the excellent traditional virtues and socialist morality of the Chinese nation, follow the laws of primary and secondary education and teaching and the laws of physical and mental development of students, and comprehensively improve the ideological and moral quality and civilized etiquette quality of young students.

## 2. Connotation of school etiquette culture system construction

The fundamental purpose of the school’s commitment to the construction of etiquette culture is to enhance the quality of school culture connotation and effectively improve the quality of quality education. The key to improving the construction of school etiquette culture is to deeply grasp the connotation of etiquette culture system based on our own actual situation.

### 2.1 The Essence of School Etiquette Culture

The culture described in the Book of Changes is: “The world is full of hardness and softness, and the world is full of humanity. Look at astronomy, observe the changes of time, look at humanity, and become the world.” It can be understood that culture is the result of human activities. British anthropologist Edward Burnett Taylor defined culture as “a complex of knowledge, belief, art, morality, law, customs and any other talents and habits that people as members of society have mastered and accepted.” This concept, which takes the form of human existence as the basic content, is more broad and clear. Etiquette is a core element of culture. Etiquette can be divided into broad sense and narrow sense. The broad sense of etiquette covers everything, including morality and law, self-cultivation and cultivation, as well as strategies and guidelines. From the social level, etiquette in the narrow sense is the sum of a series of etiquette, politeness and norms in interpersonal activities; In terms of spirit, it is the overall level of individual ideology, morality and mental outlook in interpersonal communication; From the practical level, it is the external performance of personal accomplishment and quality level. The etiquette referred to in this study is a narrow sense of etiquette.

### 2.2 The Essence of School Etiquette Culture Construction

The basic starting point of building a school’s etiquette culture is to improve the quality of school culture through etiquette culture construction, so that it can better reflect the inherent characteristics and nature of a school. To meet the essential prerequisite of this construction is whether the school has a corresponding etiquette culture construction plan (goal); whether there is a corresponding education system (process) based on the goal; and there should be a corresponding evaluation mechanism to judge whether the students have reached the pre-set goals (evaluation) after the cultural cultivation of the school. In short, it is to evaluate whether the three core elements are

complete against the goal - process - of etiquette culture construction.

In terms of the goal of etiquette culture construction, the school needs to formulate a sub goal of etiquette culture construction that conforms to the overall goal of school education based on the education concept and development vision. In the process of etiquette culture construction, the school is required to build a clear idea of etiquette cultivation, and the clear implementation process is the core of etiquette culture construction, which belongs to the practical operation level.

### 2.3 The Realm of School Etiquette Culture Construction

The realm is the pursuit of value. The realm of etiquette culture construction is the vertical value level of school etiquette culture construction, which determines the level of etiquette culture construction in a school. The construction of school etiquette culture can never be achieved smoothly by a set of programs or a system, nor can it be achieved by school administrators with wishful thinking. Cultural construction is not the same as physical construction. Cultural construction needs to be accumulated and deepened layer by layer. It is a result from the inside out, rather than reverse indoctrination. In the educational practice, it is found that the highest level of etiquette culture construction is to form the unique moral education cultural value of the school, and make this cultural value go deep into the education culture of the school, forming the unique cultural temperament of students.

## 3. The path of constructing school etiquette culture system

### 3.1 Carry out the reform of school curriculum construction

The construction of school etiquette culture will be incorporated into the school curriculum, and etiquette cultivation will be carried out in an all-round way through the construction of the trinity curriculum system of school curriculum, etiquette curriculum and comprehensive practice curriculum (see Figure 1). Among them, the relevant etiquette courses should focus on inheriting the excellent traditional culture of the Chinese nation and giving consideration to the times and development. The setting of etiquette courses should also focus on the development of the young people’s mind and body. Etiquette courses in middle school can be carried out across disciplines, such as ideological and political teaching, theme class meetings, parents’ meetings, theme activities, and teaching of other disciplines. At the same time, schools should also strengthen the construction of etiquette textbooks, which are not limited to a specific book, but can be a story, a lesson or an activity. In the school etiquette culture curriculum, “Di Zi Gui” and “Youth Civilized Etiquette Education Reader” can be introduced.

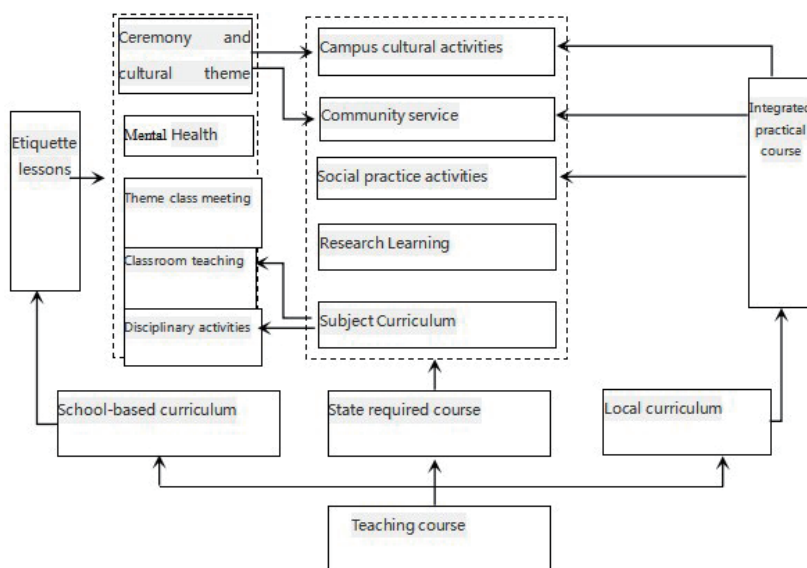


Figure1 Three-in-one curriculum construction

### 3.2 Give full play to the leading role of teachers

The classroom is the main position for educating people, and teachers play a leading role. The classroom is full of etiquette details. The etiquette in the classroom has the most basic and rich features, which accompany the students’ learning in school. In the process of practice, the school can set up a backbone team of etiquette culture research, organize some experienced, thoughtful and willing to study class teachers, and gradually improve the theoretical and practical research of etiquette culture construction. Teachers are required to pay attention to maintaining good manners in teaching and daily life, especially classroom etiquette, appearance and spirit. Teachers’ words, deeds and

behaviors directly affect learners' habits, which puts forward higher requirements for etiquette constraints on teachers themselves, and sets an example and guides students as much as possible.

### **3.3 Build a family school cooperation platform**

The cultivation of etiquette culture can not be separated from the support of parents. Practice has proved that the best way is to build a smooth home school cooperation and education platform. With home school education as the carrier, parents can participate in the cultivation of students' etiquette. Compared with the educational influence of schools and society, the educational influence of families is very important to students, especially the behavior of parents. Building a family school education platform, on the one hand, mobilizes parents to assist in education, on the other hand, organizes parents to carry out relevant etiquette training, and promotes teachers, students, and parents to learn together. It can "lead by courtesy", highlighting the role of example. The ancients said: "If you are upright, do not order; if you are not upright, do not order." Therefore, the implementation of etiquette education should strengthen the self-cultivation level of etiquette culture educators.

### **3.4 Empowerment of cultural resources with local characteristics**

Cultural resources with local characteristics are good materials for the cultivation of etiquette culture. China is known as the "land of etiquette". Most local characteristics are treasures of national culture. Promoting traditional national culture is a manifestation of cultural self-confidence. Local characteristic culture is often more able to mobilize students' enthusiasm for learning. Learning local characteristic culture should not only "introduce", but also "go out". In practice, we can try to introduce local "intangible cultural heritage" into the campus. Through the words and deeds of the inheritors of intangible cultural heritage, we can enhance students' sense of national pride. We can also organize students to visit cultural monuments. Through personal experience and practical observation, we can enhance the sense of responsibility and mission to promote national culture.

## **4. Practice and Exploration of School Etiquette Culture Construction**

Chongqing No. 30 Middle School has formed a etiquette culture curriculum system characterized by "Three Rites and Five Hearts" through long-term moral education practice and exploration, which has been incorporated into the school moral education work plan. With the "Three Rites and Five Hearts" curriculum as the carrier, it carries out etiquette culture construction practice activities according to local conditions and time.

### **4.1 The Goal of "Three Rites and Five Hearts" Etiquette Culture Construction**

Based on the "growth" curriculum system, Chongqing No. 30 Middle School has established the goal of etiquette culture construction of "Three Rites and Five Hearts". Talk about "Three Rites", build "Five Hearts" and "People stand on ceremony, people value in heart". "Three courtesies" - "courtesy", which highlights the appearance of courtesy, looks pleasant, speaks modestly and respectfully, and emphasizes the attitude towards others; "Etiquette" refers to the appearance of etiquette, with proper behavior and moderate behavior, emphasizing the etiquette in public places; "Etiquette", which stands out as the etiquette, constrains the mind and desires, curbs reckless behavior, and emphasizes the habit of cultivating the mind and self-cultivation. "Five Hearts" - "Gratitude" is born from loving oneself. As for loving others and things, cultivate students' temperament of loving oneself and loving others; "Enterprising spirit" is born of dreams. As for perseverance, it cultivates students' desire to aspire; "Sense of responsibility" is born of honor. As for love and dedication, it cultivates students' dignity of self-respect; "Tolerance" is born of compassion. As for tolerance of all things, it cultivates students' broad-minded spirit; "Patriotism" is born out of love. As for the selfless dedication of students, we should work hard! Therefore, propriety is the principle of heaven and earth, and the rule of the nation - to grow up, make people polite, and stand on the basis of propriety; The heart is the source of emotion, and the source of words and deeds - growing, nurturing heart, because of the heart and expensive.

### **4.2 The process of etiquette culture construction of "Three Rites and Five Hearts"**

In recent years, Chongqing No. 30 Middle School, based on the local conditions of Chongqing, combined with the actual education and teaching, adopted the method of combining "bringing in" and "going out", and selected local etiquette materials that fit the content of "Three Rites and Five Hearts". On April 19, 2021, the school invited Mr. Zhang Zhilu, a famous Chinese writer, screenwriter and "Father of Chinese Children's Science Fiction", to the school to give a special lecture on "growth", We had a face-to-face zero distance exchange with all students of Grade 2020, which was highly praised by all students. After the activity, students expressed their expectation that similar activities would be carried out frequently. 2021 is the 100th anniversary of the founding of the Communist Party of China. Chongqing No. 30 Middle School has carried out a series of colorful etiquette activities to celebrate the 100th anniversary of the founding of the Communist Party of China by taking "Three Rites and Five Hearts" as the main line of the annual etiquette and cultural work. Focusing on the course of "Three Rites and Five Hearts" and taking the opportunity of the National Day in 2021, we will focus on cultivating students' "patriotism" for love and dedication; Through the Youth League School training and Chongqing "11.27" commemorative activities, the students' "patriotism" and "sense of responsibility" are mainly cultivated, so that students can understand the responsibilities and responsibilities of students in the

new era; Through traditional cultural education, New Year activities, etc., students can feel the constant Chinese traditional national culture in the development process of the times, focus on cultivating students' "gratitude" and "patriotism", and effectively enhance students' sense of pride in their own hearts.

### 4.3 Evaluation of "Three Rites and Five Hearts" Etiquette Culture Construction

Chongqing No. 30 Middle School has established a personalized growth record file for each student based on the "growth" curriculum system. Etiquette evaluation is one of the key elements of the comprehensive quality evaluation module. Through the overall planning of the school and the unified deployment of grades, students' etiquette standards are regularly completed in the evaluation system. The specific steps of the school's evaluation of students' etiquette culture are to truly record, sort out and select, generate reports, and make public. The main person in charge of the true record is the head teacher and subject teachers. Teachers are required to objectively and impartially record students' etiquette performance, and collect relevant factual materials, which can be in the form of words, photos, videos, etc. The school is also equipped with a dedicated administrator of relevant materials, who regularly collates and records students' process files every semester, and puts text materials and electronic materials into storage for archiving. When each student graduates, the school will generate a report on students' etiquette, which will be an important reference for students' comprehensive quality evaluation, and the director will have a summary comment in the final report. Finally, the evaluation of etiquette will be publicized, and it will be fed back to parents or colleges for admission reference if there is no mistake.

## 5. Conclusion

School culture is the soul of a school, and the construction of etiquette culture is an important part of the construction of school culture. With the deepening of educational reform, cultural construction will eventually become a hot topic of school education. Based on a lot of theoretical research and long-term practical exploration, Chongqing No. 30 Middle School has built a etiquette culture curriculum system featuring "Three Rites · Five Hearts" based on the goal process evaluation model, which has achieved good results in etiquette culture. In recent years, our students have emerged in all walks of life a number of new people of the times who are down-to-earth, hardworking and enterprising. They have inherited the school etiquette culture with a good style. For example, in 2020, Ran Junchao, a student of our school, was successfully elected as the most beautiful filial teenager in China. Ran Junchao showed filial respect to his parents and elders, solved problems for their parents, and bravely assumed family responsibilities. The key word selected by CCTV was "sharing". It is believed that under the cultivation of the school's "Three Rites and Five Hearts", the school will surely emerge more and more outstanding social pillars.

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