Study on the Exploration of Chinese Excellent Traditional Culture on Campus

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Abstract: In order to further strengthen the students' education work on Chinese excellent traditional culture, it is necessary to carry out further research on the activities of Chinese excellent traditional culture into the campus, and promote the education work of Chinese excellent traditional culture in an orderly manner. This article will combine the educational practice to further put forward the suggestions and measures to promote Chinese excellent culture into the campus.

1. The Important Significance of Chinese Excellent Traditional Culture Entering Campus

Chinese excellent traditional culture is the cultural achievement created by all nationalities together, and it is also an important embodiment of the spirit of self-improvement of the Chinese nation. To let Chinese excellent traditional culture into the campus is to let students of different ages feel the charm of Chinese excellent traditional culture, so that students can truly pass on Chinese excellent traditional culture. Therefore, the school should grasp the role of the important position of the development of Chinese excellent traditional culture, and put the Chinese excellent traditional culture into the campus work in place.

The entry of Chinese excellent traditional culture into the campus is an important measure to promote the education of Chinese excellent traditional culture, which can realize the comprehensive coverage of the subject curriculum and teaching process, and is the basic measure of the inheritance of Chinese excellent traditional culture. Students are also the hope of the future development of the country, from the educational level to let students really feel the Chinese excellent traditional culture, under the influence of the Chinese excellent traditional culture, to cultivate love for the motherland, love life, have life ideals and lofty aspirations, understand right and wrong black and white talent, let students know respect and appreciation.

Besides its own value, Chinese excellent traditional culture can also be improved and optimized in school education. As an important position of inheriting Chinese excellent traditional culture, schools need to give full play to their own role, integrate all aspects into Chinese excellent traditional culture education, and strengthen their own educational strength[1]. However, there are still many problems such as insufficient education and limited resources in aesthetic education in schools at present. It is not only an important measure to integrate resources, but also to realize the development of Chinese excellent traditional culture in the direction of systematization, integrity and coordination in the education system.

2. Chinese Traditional Culture Into the Campus

2.1. Strengthening Curriculum and Integrating and Coordinating Resources

The most fundamental way for Chinese excellent traditional culture to enter the campus is to set up from the curriculum. After such a course, students can experience Chinese excellent traditional culture more intuitively, so that students have a deeper feeling and experience for Chinese excellent traditional culture. In order to improve the systematicness and resources integration of Chinese excellent traditional culture, we can enrich the present cultural form by taking the form of open class and sharing exchange meeting, and bring more guidance to the school innovation literacy education. Therefore, strengthening the curriculum, perfecting the current school-based teaching
materials, timely summing up the law of practice, taking the government policy as the policy, the education department properly promotes the implementation, thus realizing the progress of school education, which is also an important embodiment of the current school education keeping pace with the times. Therefore, on the basis of making clear the importance of Chinese excellent traditional culture into the campus, this work should be carried forward step by step[2].

In addition, Chinese excellent traditional culture also needs to be integrated into all aspects of the classroom, whether Chinese, mathematics or music, Chinese excellent traditional culture can run through all the time, such as in mathematics class, teachers can use paper-cut to explain the concept of multiple and centrosymmetric, other subjects not to mention, to let Chinese excellent traditional culture break the boundaries of the subject, and the campus traditional teaching collision between more sparks[3], as shown in figure I

![Figure 1 Curriculum activities integrated into regional culture](image1)

From the point of view of school-based curriculum, in order to integrate and coordinate resources, the school can realize the cooperation of the whole province, construct the characteristic teaching material together, and combine the national culture reality to create the cultural situation, organize more cultural activities, and continuously propagate and promote the excellent Chinese traditional culture. Ethnic minority areas can also borrow their own national characteristics and coordinate local resources to realize the spread of Chinese excellent traditional culture. Taking Ningxia regional schools as an example, under the impact of the current social market, many excellent Chinese traditional culture still can not be paid attention to, lack of market and effective docking, can be combined with local cultural characteristics, let students have a rich experience, is the core and key. Ningxia has a local Qin Opera Theatre, but students know little about opera, when the opera was introduced to the school, students were exposed to opera performance, was attracted by the absorption (as shown in figure 2).

![Figure 2 Opera into campus](image2)

It is not only a feeling, but also a responsibility to promote the continuous practice of innovative literacy education, enrich students' Chinese excellent traditional cultural resources, so that students have a deeper understanding of Chinese excellent traditional culture[4].

2.2. Enriching Chinese Excellent Traditional Cultural Activities

The forms and methods of Chinese excellent traditional culture entering campus should be varied.
In addition to setting up courses and strengthening the compilation of teaching materials, Chinese excellent traditional culture should also be infiltrated into all aspects of campus, which is embodied in every corner of campus, every publication and everyone's behavior expression. In addition to these, we should further enrich the forms of Chinese traditional cultural activities[5]. Let culture shine a new light.

Chinese excellent traditional culture itself covers a wide area, such as the Spring Festival, Lantern Festival, Ching Ming Festival, Mid-Autumn Festival, and so on in traditional festivals, and there are different solar terms, so that students can dig out the traditional cultural elements in the festival while spending the festival, and realize the connotation of the festival more deeply by holding the form of activities.

There are also some excellent Chinese traditional culture books are also worthy of students to read generally, such as "disciple rules ", "three-character sutras" and so on, through the holding of "singing Chinese Dream ", "Chinese classics reading" and other activities, can also let students infiltrate the classics, the Chinese learning education imperceptibly into the students' daily education activities, but also can enable students to improve their inner character.

In addition to the activities held on campus, Chinese excellent traditional culture should not only enter the campus, but also go out of the campus. Some schools will also use the winter vacation summer vacation time to hold research activities, through such research activities to enhance students' humanistic literacy, enhance their own Chinese excellent traditional cultural identity and cultural confidence, such as the Great Wall research activities, Confucius hometown research activities and so on.

Chinese excellent traditional culture also contains some folk art, so the form of activities can also cover folk art experience activities, common paper-cut art experience, clay art, calligraphy art, ink painting art experience, as well as martial arts, hardware, ceramic glaze dishes, Chinese national percussion music, embroidery, tie-dyed, shuttlecock and so on, which can also be combined with local characteristics to refine the activities to a certain intangible cultural heritage, so that students can make progress in the experience. For example, primary and secondary schools in Guangdong Province have carried out intangible cultural heritage experience activities, and achieved very good results, loading mud fish, three stove crane dance and so on, which is worthy of other schools to learn from (as shown in Table 1).

<table>
<thead>
<tr>
<th>Schools</th>
<th>Name of inheritance project</th>
<th>Class drama</th>
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<tbody>
<tr>
<td>Zhuhai No.1 Middle School</td>
<td>Chinese soft pottery production, Chinese martial arts</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Haihua Primary School, Golden Coast, Zhuhai</td>
<td>Chinese Intangible Cultural Heritage - Three Cookies Crane Dance</td>
<td>Music</td>
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<tr>
<td>Zhuhai Doumen District, Baijiao Town Lantern Center Primary School</td>
<td>Sha Tin Folk Song</td>
<td>Music</td>
</tr>
<tr>
<td>Wu Shan Central Primary School, Qianwu Town, Doumen District, Zhuhai City</td>
<td>National Intangible Cultural Heritage - Mudfish</td>
<td>Sports</td>
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<tr>
<td>Zhuhai Experimental Middle School</td>
<td>Calligraphy</td>
<td>Calligraphy</td>
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But in addition to experience, we should also develop its educational model and educational goals. Taking pottery as an example, in ceramic education, in addition to strengthening students' experience, we should also set goals from the perspectives of pottery, pottery and pottery, so as to cultivate their corresponding practical ability and innovative thinking. These splendid characteristic courses, will leave the student extremely deep impression, and blooms the light in the student's campus life.

2.3. To Formulate a Plan Based on the Students' Cognitive Characteristics of Each School Section

The significance of combining the cognitive characteristics of students in different learning
stages is also emphasized in the current outline opinions of Chinese excellent traditional culture education work. At the same time, the cognitive characteristics of students in different learning stages are different, and the educational objectives and depth are different. After touching the excellent Chinese traditional culture, we can inherit the traditional virtues, cultivate the students' good moral character, and realize the correct understanding of personal value. Therefore, combined with the different cognitive characteristics, the activities carried out, as well as the curriculum set up, should meet this requirement.

Students in the lower grades focus on participation and experience, and some schools offer courses on understanding Chinese characters and copying, or reading classics for the lower grades. But the senior school section can combine the region characteristic, carries on the Chinese outstanding traditional culture practice activity, excavates the region characteristic culture and the Chinese outstanding traditional culture intrinsic relations. Taking the age characteristics of students as an important consideration to develop Chinese excellent traditional culture, we should give full play to the role of all parties and establish the whole process of Chinese excellent traditional culture education work.

In the later stage, according to the students' feedback and performance, we should establish the evaluation work of Chinese excellent traditional culture and education, and form a good improvement mechanism.

3. Conclusion

At present, there is still a great space for the development of Chinese excellent traditional culture into the campus. It is necessary to strengthen its own strength, excavate and utilize Chinese excellent traditional culture, not only to realize creative transformation and innovative development, but also to deal with the relationship between innovation and inheritance.

References


