

The Path of Chinese Excellent Traditional Culture Teaching in Chinese Courses

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Abstract: *The Chinese excellent traditional culture under the language course determines the content theme around the requirements of "creative transformation and innovative new development", and ultimately achieves the goal of cultural self-confidence educate.*

Keywords: *Chinese; excellent traditional Chinese culture; teaching path*

1. Introduction

The newly promulgated "Chinese Curriculum Standard for Compulsory Education (2022 Edition)" (hereinafter referred to as the new curriculum standard) shows the obvious intention of "being a cultural person". The new curriculum standard adheres to the goal-oriented revision principle and specifies the requirement of "enhancing the ideological nature of the curriculum"^[1]. In fact, this is an inevitable move to adapt to social development. With the further development of globalization, cross-cultural exchanges are becoming more and more frequent, and every country is striving to improve the quality of its own education, especially the quality of mother tongue education, in order to enhance the country's cultural soft power. "The language course has irreplaceable advantages in promoting and popularizing the national common language and writing, enhancing cohesion, forging a sense of community of the Chinese nation, and building cultural self-confidence."^[1] Therefore, it is very important to find out the connotation and teaching path of Chinese excellent traditional culture under the Chinese curriculum, so that the education of Chinese excellent traditional culture can take place actively in the Chinese classroom.

In order to make the Chinese excellent traditional culture education take place actively in the Chinese classroom, it is necessary to seek positive and effective teaching paths on the premise of correctly understanding the connotation and characteristics of the Chinese excellent traditional culture in the Chinese curriculum. The Chinese excellent traditional culture determines the content theme around the requirements of "^[1]creative transformation and innovative development", and ultimately achieves the goal of cultural self-confidence. The new curriculum standard does not make clear requirements for "creative transformation and innovative development", but the "Guidelines for Chinese Excellent Traditional Culture into Primary and Secondary School Curriculum Teaching Materials" (hereinafter referred to as "Guidelines") proposes "combining the requirements of the times, connecting the ancient and the modern, and giving the Chinese The new era connotation and modern expression form of excellent traditional culture promotes creative transformation and innovative development, making it an important source for cultivating the core values of socialism." It can be seen that the core of the requirement of "creating new transformation and innovative development" is to handle the transformation of Chinese excellent traditional culture from "ancient" to "modern". Therefore, it is not only necessary for students to understand the excellent traditional Chinese culture in the context of historical development, but also to be able to use what they have learned to observe the current society. "Cultural self-confidence" is highly subjective. Therefore, in the teaching process, it is necessary to stimulate students' positive emotional experience and arouse emotional identification. Therefore, this paper attempts to expound the teaching path of Chinese excellent traditional culture from the four aspects of cognition, emotion, will and action, in order to provide reference for Chinese teaching.

2. Know: Accumulate cultural heritage

The so-called knowledge refers to students' cognition of the excellent traditional Chinese culture. The excellent traditional Chinese culture has a long history, is extensive and profound, and has very

rich connotations. So what should be learned in the Chinese excellent traditional culture under the language course? In what form is it mainly presented? What kind of learning attitude and learning principles should we uphold? To answer these questions, be sure to go back to the new curriculum to find the answers. Chinese excellent traditional culture includes metaphysical concrete content, such as literary classics, and metaphysical abstract spirit, thinking and other connotations. The new curriculum standard clearly puts forward the connotations of focusing on promoting "ideological concepts", "Chinese humanistic spirit" and "Chinese traditional virtues"^[1]. At the same time, these connotations mainly rely on "Chinese characters, words, famous sayings and aphorisms, stories and legends, Chinese cultural common sense, traditional customs, etc."^[1]. It can be seen that the cognition of the excellent traditional Chinese culture under the Chinese course focuses on the breakthrough of learning from the metaphysical to the metaphysical, and emphasizes the learning of spirit and value. As mentioned above, the excellent traditional Chinese culture is a complex complex, in which there are both parts that nourish the core socialist values and parts that contradict the core values of socialism. The "Guide" clearly states that "follow dialectical materialism and historical materialism, adhere to an objective, scientific, and respectful attitude, take the essence of traditional culture and remove the dross, treat it with discrimination, inherit it with a sublimation, and highlight The classicity of traditional cultural materials." "Excellent" is not an inherent objective attribute, but a subjective judgment made by later generations based on the values of the era and society in which they live."^[2] The cognition of Chinese excellent traditional culture under the language course emphasizes that teachers should uphold a scientific and objective attitude, have the ability to judge values, and inherit them on the basis of criticism.

3. Love: Inspiring Emotional Identity

The so-called affection refers to the positive feelings of students towards the excellent traditional Chinese culture, and they can love and identify with the excellent traditional Chinese culture. This kind of positive emotion is an important driving force to stimulate students' positive cognition and practice of Chinese excellent traditional culture, and it is also an important foundation for cultivating strong willpower of Chinese excellent traditional culture. Therefore, it is very important to effectively stimulate students' positive emotions towards Chinese excellent traditional culture. It can stimulate students' positive feelings towards Chinese excellent traditional culture from two levels. First of all, the excellent traditional Chinese culture is accumulated in the national history of thousands of years, and it is the crystallization of the labor and wisdom of the Chinese people. First of all, students should fully understand the richness, breadth and long history of Chinese excellent traditional culture, and in the process of internalizing it into their own cultural heritage and cultural accomplishment, they should stimulate students to have a positive emotional experience with it. Secondly, the excellent traditional Chinese culture has strong characteristics of the Chinese nation. The local culture also belongs to the world culture. The characteristics and unique advantages of China's excellent traditional culture can be more prominent in the broader perspective of the world. To sum up, cultivating students' positive emotional experience not only requires students to have a certain cultural background, but also requires students to have a broad cultural vision.

4. Meaning: Strengthen cultural self-confidence

The so-called meaning refers to the psychological activities that students consciously overcome difficulties in order to achieve the goal of internalizing the excellent traditional Chinese culture. Willpower is the catalyst that motivates students to consciously study and practice the excellent traditional Chinese culture, and plays a vital role in the entire educational process. To cultivate students' firm willpower for the excellent traditional Chinese culture, teachers need to set reasonable and clear educational goals. First of all, a clear goal can play a role in self-measurement and motivation for students, so that students can get clear feedback in the process of learning and practice, clarify their distance from the goal, and at the same time can clearly feel their own growth and development. Second, the goal should be set in the zone of proximal development, so that students can achieve the goal through hard work.

5. Action: Conscious Externalization Practice

The so-called action refers to the behavioral response of students to others, society and nature

through behavior, and it is the students' internal understanding of Chinese excellent traditional culture and external emotional practice. Behavior is a vital part of the entire Chinese excellent traditional culture education. It needs the support of cognition, emotion and willpower. It is one of the important symbols to measure the learning level of students' excellent Chinese traditional culture. The Chinese excellent traditional culture in the Chinese course cannot passively wait for students to behave themselves, but must consciously organize and guide students. Therefore, the practical activity class is an essential link. Chinese teaching should make full use of the classic recitation, intensive story reading, teacher-student debate, speech contest, themed essay writing and other practical activities, and organize appropriate activities around the content of the textbook, the actual situation of the students and the content of the appropriate Chinese excellent traditional culture.

6. Conclusion

To sum up, teachers should grasp the requirements of "creative transformation and innovative development" and the goal of "cultural self-confidence", pay attention to stimulating students' positive emotional experience, and carry out teaching from the four aspects of knowledge, emotion, intention and action.

References

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