

# *Research on the Strategy of Integrating Chinese Excellent Traditional Culture into Primary School Moral Education*

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**Abstract:** China has a long history and many excellent cultures have emerged in the course of historical development. Teachers need to carry forward the Chinese excellent traditional culture (CETC), cultivate students' cultural literacy and enhance their cultural confidence. In the moral education of primary school, it needs to pay attention to the construction of students' ideology and morality and the improvement of students' comprehensive quality. Therefore, integrating CETC into primary school moral education can further improve the quality of primary school moral education. While improving the comprehensive quality of primary school students, students can feel the charm of CETC, establish good moral character and deeply cultivate patriotism. This paper introduces the importance of integrating CETC into primary school moral education, analyzes the existing problems of integrating CETC into primary school moral education, and explores effective measures to integrate CETC into primary school moral education, in order to achieve the improvement of teaching quality.

## 1. Introduction

Primary school moral education is an important part of primary school education, and plays a very important role in improving the comprehensive quality of primary school students. Its main teaching task is to cultivate the ideological and moral quality of primary school students, to improve the comprehensive quality of primary school students, so that students can better adapt to the development of society. In primary school moral education, the main teaching objectives include cultivating patriotic feelings of primary school students, making them develop ingritty character, actively coping with difficulties encountered in study and life, strictly abiding by various rules and regulations, observing school rules and regulations in school, abiding by laws and regulations in society, and providing help to people around them within their power, so as to promote the development of a harmonious society<sup>[1]</sup>. This can help primary school students to set up the correct values of life, so that they have lofty ideals, to contribute to the development of society.

At present, scholars at home and abroad have carried out a lot of research on the integration of CETC into primary school moral education. Ren<sup>[2]</sup> points out that primary education is the basic stage of the education system, and the application of the value content of CETC in the moral education of primary schools can make the essence of CETC take root in the hearts of students, and

play an important and unique role in guiding students to establish the correct "three views" and form good behavior habits. Wang<sup>[3]</sup> discusses the background, value, content, approach and mode of moral education in primary schools based on traditional culture, hoping to strengthen traditional culture education in schools and improve the effectiveness of moral education. Shi<sup>[4]</sup> elaborates the significance of integrating traditional culture into primary school moral education, the principle of primary school language moral education, and the effective application of traditional culture in primary school language moral education. Primary school students are at a critical stage of forming their ideological and moral qualities. The development of moral education can avoid them from going astray in their future study and life, enable them to have their own correct judgment on the good and bad of various things, realize the inheritance of excellent culture and the abandonment of bad culture, and truly realize the improvement of their comprehensive quality<sup>[5]</sup>. In the future study and life, students can be proud of their contribution to the development of socialism, and constantly realize their own comprehensive quality improvement, play their own role. Carrying out moral education in primary school is conducive to the cultivation of students' excellent moral spirit, to the formation of a harmonious cultural atmosphere in the family, school and society, and to further promote the harmonious development of society.

## **2. The importance of integrating CETC into primary school moral education**

### **2.1. Cultivate good values among primary school students**

CETC is a treasure of the Chinese nation and a special existence in the world. The rich spiritual virtues contained in Chinese culture deserve to be learned and passed on by every Chinese, and every Chinese should carry forward the fine traditional Chinese culture according to their own strengths. The penetration of CETC in primary school moral education can first help primary school students to shape good life values, so that they can deeply understand the charm of CETC through the study of CETC, distinguish right from wrong in the future study, and have their own unique views on excellent culture and bad culture. Only on the basis of good judgment of various things, can primary school students stick to their own bottom line in the future choices, and realize the cultivation of good values in a real sense.

### **2.2. Cultivate the patriotism of primary school students**

Patriotism is the core content of CETC. The penetration of CETC in primary school moral education can realize the cultivation of primary school students' patriotic feelings. With the development of society and economy, the trade between countries becomes more and more frequent. Patriotism will play an increasingly important role. In the future teaching work, it is necessary to let primary school students deeply feel the importance of patriotism, so that they can deeply understand the whole historical development process of the country through the study of CETC, and make reasonable plans for the realization of personal long-term development through the summary of various historical events, and closely combine the personal development with the development of the country. To strive for a better country.

### **2.3. Cultivate the spirit of self-improvement of primary school students**

The entire history of the development of the Chinese nation is a process of constant struggle. The continuous efforts of the sons and daughters of the Chinese nation have promoted China's development and improved its living environment. The infiltration of CETC in primary school moral education can make primary school students deeply realize the hard-won life now, and

constantly strengthen their spirit of self-improvement, so that primary school students can not only calmly deal with the problems encountered in the future study and life, but also face the difficulties and challenges, and solve the problems through their own unremitting efforts. In the primary school moral education, the cultivation of primary school students' spirit of self-improvement can have a far-reaching impact on their future work and study, so that they can realize the improvement of their comprehensive quality in the future development.

#### **2.4. Realize the beneficial supplement of primary education content**

In the traditional teaching mode of primary school moral education, teachers often carry out spoon-feeding teaching for primary school students. Although moral education has achieved certain results and helped primary school students realize the improvement of their comprehensive quality, primary school students' enthusiasm to participate in moral education learning is low, which affects the actual teaching effect. The monotonous and boring teaching content directly leads to the students do not actively cooperate with the moral education work of teachers, which has a certain impact on the improvement of students' learning quality and the cultivation of good moral character. With the penetration of CETC in primary school moral education, primary school moral education work can be improved, primary school students' learning enthusiasm can be enhanced. Through the study of CETC, primary school students realize the mastery of various spiritual connotations and realize the improvement of their comprehensive quality under its imperceptible influence. At the same time, the development of moral education activities can also provide new ideas for other primary education work, and realize the complement and perfection of teaching content.

### **3. The problems of integrating CETC into primary school moral education**

#### **3.1. Lack of excellent teacher resources**

Some achievements have been made in integrating CETC into primary school moral education, but there are still some deficiencies, which affect the improvement of the quality of primary school moral education. For example, teaching lacks excellent teacher resources. In order to realize the integration of CETC and primary school moral education, teachers not only need to fully grasp the contents of CETC, but also need to have a certain understanding of the development of primary school moral education, which is a high requirement for teachers. Teaching work requires teachers to have sufficient knowledge reserve, and can constantly adjust the teaching work according to the actual reaction of primary school students, only in this way can the overall teaching quality really be improved. However, the number of this kind of teachers is small. At present, moral education teachers can only explain a single knowledge in the teaching work, unable to guarantee the actual teaching effect.

#### **3.2. The effect of integrating moral education with CETC needs to be improved**

In the primary school moral education work to carry out the penetration of CETC, the purpose is to achieve the improvement of the quality of primary school moral education and the comprehensive quality of primary school students. Students through study can develop excellent moral character, but also can develop patriotic feelings. However, at the present stage, some teachers ignore the actual teaching effect when carrying out primary school moral education, and fail to timely test the learning situation of primary school students, resulting in the overall quality of moral education is poor. In addition, although some teachers realize the importance of CETC in primary school moral education and organize various activities, such as poetry recitation,

calligraphy competition and national dance competition, but the propaganda of the integration of CETC and primary school moral education is not strong enough, so that students do not pay attention to it and do not really realize the significance of teachers' activities.

### **3.3. Ignore the moral education value of CETC**

The fine traditional culture of China is a unique culture passed down from generation to generation, and is an important foundation for the great rejuvenation of the Chinese nation. Integrating CETC into primary school moral education can cultivate the good character of primary school students and further improve their comprehensive quality. However, some teachers, parents and students pay too much attention to the academic performance of various subjects, and neglect the study of CETC, but also ignore the cultivation of ideological ethics, resulting in the moral value of CETC cannot be effectively played. People with high ideological and moral values can make more and better contributions to the development of society. If only high knowledge but low ideological and moral qualities may cause harm to the development of society. The ideological morality and humanistic feelings contained in the CETC also play an important role in the success of primary school students. Therefore, it is necessary to let parents and students realize that strengthening the study of CETC is conducive to the all-round development of students and can make contributions to the development of society.

## **4. The strategy of integrating CETC into primary school moral education**

### **4.1. Change the teaching concept and deepen students' understanding of CETC**

Under the traditional mode of moral education, teachers play a very important role. It is often the teacher who controls the overall teaching progress, and this mode cannot really give play to students' subjective initiative. Therefore, in the future moral education work, teachers need to constantly change the teaching concept, deepen the learning and understanding of the CETC, and integrate more professional knowledge into the moral education work of primary schools. Through the development of various activities, to achieve the improvement of students' learning enthusiasm. We can publicize the regional culture according to the characteristics of each region, and explain it in the form of dancing, singing, poetry, etc., so as to deepen the students' understanding of the CETC. The rich and diverse forms of expression are conducive to the cultivation of primary school students' interests and hobbies, so that they can actively learn CETC and realize the improvement of their comprehensive quality.

### **4.2. Pay attention to the penetration of CETC, improve students' interest in learning**

In order to realize the effective penetration of CETC in primary school moral education, teachers should first innovate teaching methods in the future teaching work. The innovation of teaching methods not only needs to take CETC and primary school moral education as the premise, but also needs to actively study primary school students, choose the most acceptable teaching methods for primary school students, and ensure that students can deepen their understanding of teaching content in moral education, so that they can resonate. While resonating with students, they can constantly think and learn about the CETC, and constantly mobilize their emotions to strengthen the study of the CETC. For example, when talking about "loyalty, modesty", teachers can take Xun Yu in the history of The Three Kingdoms as a model and explain his life story. Through the performance of the characters' stories, students can deepen their understanding of ideological and moral qualities and promote the improvement of learning quality. Storytelling method can also

attract students' attention to study, play a multiplier effect.

#### **4.3. Integrate CETC into various disciplines to enrich the teaching model of the classroom**

The excellent traditional culture of China is rich and colorful, which can realize the combination with various subjects, so it puts forward higher requirements for teachers. Teachers should combine CETC with various subjects and promote students' learning of CETC through various forms of expression. For example, in physical education teaching, in order to cultivate students' spirit of never giving up, teachers can explain the historical allusions of "grass-boat borrows arrows" to realize the extension of teaching content. At the same time, it can cultivate students' spirit of exploration by combining "Kuaifu chasing the Sun". Through listening to the stories, primary school students can deepen their learning of moral education knowledge, and express their own opinions on the stories themselves, so as to strengthen the communication between them and teachers in a real sense.

#### **4.4. Discover the CETC in life practice and strengthen the effect of moral education**

"Filial piety" is one of the important ideas in Chinese traditional culture, which plays a very important role in the growth of primary school students. As primary school students are mentally immature, their understanding of "filial piety" is not so deep, so in the future teaching work, teachers need to combine moral education with practice. Teachers can conduct moral education on primary school students in class, and then explain various theoretical knowledge of "filial piety". In order to deepen students' learning impression and effect, they can organize students to watch movies and TV works about "filial piety" and write a review, so as to communicate with classmates and exchange views, and deepen their understanding of CETC. Teachers can also ask primary school students to do housework after school or massage for their parents, through their own efforts to reduce the burden of parents, in the future study to develop a good character, and the development of the whole family, society has a strong sense of responsibility.

#### **4.5. Give full play to the role of family and society to help students develop in an all-round way**

The development of moral education in primary schools not only needs to give full play to the role of schools and teachers, but also needs to give full play to the role of family and society, so that students can realize the learning of CETC through various life events and realize the improvement of their comprehensive quality. Teachers need to communicate fully with parents and explain teaching tasks and teaching progress to parents in time. Parents play an exemplary role in the family, and should strictly regulate the behaviors of primary school students, so that they can realize the consolidation of campus learning content. Parents need to supervise the behavior of primary school students in the family and society, and stop the uncivilized phenomenon in time. Parents also need to have heart-to-heart communication with students, timely understand the emotional changes of students, do a good job on the correct guidance of students, to help students become talents as soon as possible.

#### **4.6. Use information technology to enrich the form of cultural expression and improve the quality of moral education**

The CETC has various forms of expression, which plays an important role in realizing the success of primary school students. With the development of information technology and Internet

technology, teachers in primary school moral education can use Internet technology to enrich classroom teaching content, keep in touch with parents, encourage students to use various network media in their spare time to learn CETC, and fundamentally enhance students' interest in learning CETC. Form a combination of school and off-campus learning form, to achieve the improvement of students' quality. While improving the teaching methods, teachers should also have a deep understanding of the connotation of CETC, so that the excellent traditional culture can be effectively inherited. At the same time, teachers should also strengthen the communication with primary school students, listen to the opinions of students, constantly improve the teaching work, to achieve the promotion of teaching quality.

## 5. Conclusions

To sum up, it is of great significance to integrate CETC into primary school moral education, which is conducive to the improvement of the quality of primary school moral education, the cultivation of primary school students' spirit of self-improvement, and the achievement of primary school students. However, in the actual development, teachers ignore the moral education value of CETC, and there is a certain formalism in teaching work, leading to the actual teaching quality is not high. Therefore, in the future teaching work, teachers need to innovate teaching methods, infiltrate the CETC into the education and teaching of various subjects, combine moral education with practice, do a good job in home-school cooperative teaching, change the teaching idea, improve the education mode of CETC, give full play to the role of CETC, and constantly strengthen the communication between teachers and students. Teachers should adjust teaching work timely according to primary school students' actual classroom responses, promote primary school students' learning enthusiasm, let primary school students feel the charm of CETC, and make primary school students grow into useful talents for social development.

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