

# *Analysis of the Cultural Inheritance Path of the 24 Solar Terms Integrated with the HPS Education Concept*

Yanqing Fang\*

*School of the English Language and Culture, Xiamen University Tan Kah Kee College, Xiamen, Fujian, China*

*247682022@qq.com*

*\*Corresponding author*

**Keywords:** HPS Education Concept, Cultural Inheritance Path, 24 Solar Terms

**Abstract:** Incorporating the 24 Solar Terms into the HPS education concept is crucial for preserving and passing down traditional cultural practices while enhancing students' awareness of the natural world. This integration not only supports cultural continuity but also deepens students' understanding of seasonal cycles and agricultural knowledge that have shaped societies for centuries. By examining the solar terms through the HPS framework, educators can foster a deep respect for nature, encouraging students to recognize the interconnectedness of all living systems. Moreover, blending these ancient agricultural cycles with modern educational approaches bridges the gap between historical knowledge and contemporary learning, enriching cultural heritage and promoting a more holistic perspective. As we continue to find ways to adapt traditional wisdom to modern times, the 24 Solar Terms provide a valuable tool in cultivating a generation that values sustainability, environmental stewardship, and cultural identity. es, educators can develop enriched learning environments that effectively prepare students for future, challenges.

## **1. Introduction**

The 24 Solar Terms, a traditional Chinese system that divides the year into 24 segments based on the sun's position in the zodiac, hold deep cultural and agricultural significance. This system not only reflects the rhythm of nature but also embodies the wisdom of ancient Chinese civilization in terms of farming, climate, and seasonal changes. In the context of modern education, integrating the 24 Solar Terms with the HPS (Holistic Pedagogical Systems) education concept offers a unique opportunity to preserve and promote cultural heritage. The HPS framework, which emphasizes the development of the whole person—intellectual, emotional, and ethical—aligns well with the values embedded in the Solar Terms[10]. By incorporating this ancient knowledge into contemporary education, we can foster a greater awareness of cultural continuity, instill respect for nature, and provide students with a richer understanding of both traditional and modern wisdom. This paper explores the potential of integrating the 24 Solar Terms with HPS education to cultivate a deeper connection to our cultural roots while enhancing students' environmental consciousness and appreciation for the natural world.

**2. Integrating the 24 Solar Terms with HPS education promotes cultural continuity and enhances students' awareness**

Integrating the 24 Solar Terms with HPS (Holistic Pedagogical Systems) education offers a profound way to cultivate cultural awareness in students. The Solar Terms, a key component of traditional Chinese culture, are not only meteorological phenomena but also embody agricultural wisdom, social customs, and seasonal rhythms that shape people's lives (see table 1).

Table 1: The main components of the HPS system

Student-Centered Learning	Collaborative Teaching	Technology Integration
Assessment for Learning	Professional Development	Inclusivity and Equity

**2.1 Integrating the 24 Solar Terms with HPS (Holistic Pedagogical Systems) education offers a profound way to cultivate cultural awareness in students**

This integration provides a unique opportunity to deepen students' understanding of traditional Chinese culture, allowing them to connect with the wisdom of the past while fostering a sense of continuity with the present[5]. The Solar Terms, which mark the transition between seasons, offer a detailed, rhythmic view of nature’s cycles that has been passed down for centuries. They serve as a bridge between the natural world and human activities, offering insights into how people have historically lived in harmony with the environment.

The Solar Terms are more than just markers of time; they are a fundamental part of Chinese cultural heritage. Each term corresponds to specific environmental changes, such as temperature shifts, precipitation patterns, and plant growth. These changes directly influence agricultural practices and social activities, from planting and harvesting to festivals and customs. By incorporating the Solar Terms into education, students can gain a deeper understanding of the interconnectedness of nature, culture, and society. This approach helps students appreciate the cyclical nature of life, fostering a respect for the environment and the wisdom embedded in traditional knowledge (see table 2).

Table 2: The advantages of integrating the 24 solar terms into education

Cultural Preservation	Seasonal Awareness	Environmental Education	Interdisciplinary Learning
Hands-On Learning	Calendar Knowledge	Holistic Development	Real-World Connections

In addition to their agricultural significance, the Solar Terms are also deeply rooted in social customs and seasonal rhythms. Each term has its own set of rituals and practices that align with the changing seasons. These rituals not only guide people’s work and leisure activities but also connect them to a larger sense of community and tradition. Through HPS education, students can explore these customs, learning not only about the scientific aspects of the Solar Terms but also the cultural and social dimensions that they encompass. This holistic approach encourages students to view cultural traditions as living practices that continue to shape modern life, helping them to develop a broader, more inclusive perspective on the world. By embedding the 24 Solar Terms into the curriculum, educators can introduce students to an ancient cultural framework that has shaped societies for millennia. This integration offers an opportunity for students to explore the connection between nature, time, and human activity, fostering a deeper understanding of cultural heritage.

**2.2 HPS education emphasizes the holistic development of students, combining academic learning with emotional, social, and cultural growth**

HPS education places a strong emphasis on the holistic development of students, recognizing

that learning extends far beyond academic achievement. It aims to nurture well-rounded individuals by addressing not only their intellectual growth but also their emotional, social, and cultural development. Terms within this framework enhances students' cultural literacy, broadening their perspective on the importance of tradition, seasonal cycles, and the environment in shaping human behavior and societal development[14]. This approach seeks to prepare students to be thoughtful, empathetic, and responsible individuals, capable of thriving in a complex and interconnected world.

One of the key elements of this educational philosophy is the integration of diverse cultural elements into the curriculum. By combining academic learning with emotional and social growth, HPS encourages students to connect with their heritage and develop a deeper understanding of the world around them. The incorporation of cultural elements, such as the 24 Solar Terms, offers a unique opportunity for students to explore and appreciate the rich traditions and wisdom of their culture. The 24 Solar Terms, an ancient Chinese system based on the changing seasons, are a valuable tool for enhancing students' cultural literacy. Through learning about these terms, students gain insights into how human behavior and societal practices have evolved in response to the environment. This understanding allows students to recognize the profound connection between nature and culture, and how seasonal changes influence agricultural practices, festivals, and daily life.

Incorporating the 24 Solar Terms into the educational framework broadens students' perspectives by helping them understand the cyclical nature of time and the rhythms of the natural world. By learning about these traditional markers of time, students develop a greater appreciation for the environment and its impact on society. Furthermore, this knowledge deepens their understanding of how traditions and customs have shaped human behavior and cultural practices across generations. Ultimately, this comprehensive approach to education fosters a sense of respect for both the past and the future, helping students develop a more meaningful connection to their cultural roots. The 24 Solar Terms offer a valuable entry point for discussing sustainability and ecological awareness. By understanding how these terms relate to agricultural practices, weather patterns, and environmental changes, students gain insight into the symbiotic relationship between humans and nature, fostering responsible environmental stewardship in future generations. The educational value of the 24 Solar Terms lies not only in their historical significance but also in their contemporary relevance. As global challenges related to climate change and environmental degradation become more pressing, teaching students about the traditional wisdom embedded in the Solar Terms helps cultivate a sense of ecological responsibility. Moreover, integrating the 24 Solar Terms into HPS education allows students to experience the cyclic nature of time, connecting them to the broader universe. By reflecting on the rhythm of the seasons, students gain a deeper sense of continuity, learning that human life is part of a greater, ongoing natural cycle.

### **2.3 Cultural continuity is an essential aspect of identity formation**

The 24 Solar Terms provide students with a tangible connection to their cultural roots, reinforcing the importance of preserving traditions and understanding how they evolve over time. This connection promotes pride in one's heritage and fosters a sense of belonging. Through the HPS framework, the Solar Terms are not just taught as static historical facts but as dynamic cultural elements that continue to influence daily life (see table 3). By engaging with these terms in a living context, students can develop a sense of cultural continuity that is both intellectually enriching and personally meaningful. The educational approach of HPS, which promotes personalized learning, allows students to explore the 24 Solar Terms through a variety of lenses. Whether through art, literature, or scientific inquiry, students can engage with these cultural markers in ways that resonate with their individual learning styles, enhancing the educational experience. Integrating the

24 Solar Terms into HPS education also strengthens cross-disciplinary learning[7]. The terms touch on a variety of subjects, from geography and biology to history and philosophy. This interdisciplinary approach fosters critical thinking, encouraging students to make connections between seemingly disparate fields of knowledge.

Table 3: The advantages of integrating Holistic Pedagogical Systems (HPS) with the 24 solar terms

Enhanced Cultural Relevance	Personalized Seasonal Learning	Interdisciplinary Connections	Real-World Application
Community & Family Engagement	Assessment of Seasonal Learning	Innovative Use of Technology	Holistic Education

One of the key benefits of this integration is the development of students' awareness of the natural world. As they explore the Solar Terms, students learn to observe the changing seasons, the impact of climate on human life, and the profound connection between culture and nature, developing a greater sensitivity to environmental changes. The integration of the 24 Solar Terms in HPS education fosters a sense of mindfulness and reflection. Students are encouraged to pause and reflect on the changing seasons, their personal growth, and the rhythms of nature. This introspective approach nurtures emotional and mental well-being, which is central to the holistic philosophy of HPS. By promoting awareness of the 24 Solar Terms, educators contribute to the preservation of intangible cultural heritage. As students internalize these terms, they become carriers of cultural knowledge, passing it on to future generations. This continuity helps ensure that cultural traditions remain alive, adapting to the needs of modern society while retaining their essence. Incorporating the 24 Solar Terms into the classroom also creates opportunities for community engagement. Students can collaborate on projects that explore the cultural significance of these terms, such as organizing festivals, preparing traditional foods. This experiential learning reinforces the idea that culture is not only learned but also practiced and lived.

The integration of the 24 Solar Terms with HPS education also enhances global awareness. While rooted in Chinese culture, the wisdom embedded in these terms resonates with universal themes of nature, sustainability, and the passage of time. Students are encouraged to reflect on how these ideas can apply to their own cultures and communities. Ultimately, the integration of the 24 Solar Terms within HPS education helps to create a generation of students who are not only academically proficient but also culturally aware and ecologically conscious[15]. By promoting cultural continuity and enhancing environmental awareness, this approach empowers students to navigate the challenges of the modern world while honoring the wisdom of their ancestors.

### 3. The fusion of solar terms with HPS education facilitates a deeper understanding of traditional agricultural practices

Table 4: The impact of integrating the HPS with the 24 solar terms on traditional agricultural practices

Revival of Traditional Wisdom	Sustainable Farming Practices	Conservation Awareness	Innovation in Agriculture
Educational Workshops	Enhanced Seasonal Planning	Cultural Heritage Preservation	Community-Based Learning

The integration of solar terms with the HPS (Holistic Pedagogical System) education model serves as a significant bridge for students to explore the rich agricultural practices tied to the Chinese lunar calendar. By understanding the 24 solar terms, learners can grasp the cyclic nature of farming and its historical importance in shaping agricultural society. The 24 solar terms are deeply connected to seasonal changes, weather patterns, and natural phenomena that have historically

dictated farming activities. By incorporating these terms into the curriculum, students gain insight into how traditional agricultural societies have adapted their methods to the rhythm of nature, promoting sustainable practices (see table 4).

### **3.1 In the context of HPS education, this knowledge is not only taught as a theoretical concept but is intertwined with practical learning experiences**

Students engage with the real-life applications of solar terms, which helps them understand how these time periods guide agricultural activities like planting, harvesting, and crop rotation. The fusion of solar terms with HPS education allows for an interdisciplinary approach, blending geography, meteorology, history, and culture. It enables students to examine how ancient agricultural wisdom aligns with modern environmental science, fostering a deeper respect for sustainable farming techniques that have stood the test of time. The fusion of solar terms with HPS education creates a unique interdisciplinary approach that integrates multiple fields of study, such as geography, meteorology, history, and culture[3]. By combining these areas of knowledge, the curriculum provides students with a holistic understanding of how the natural world is interconnected. This approach allows for a deeper exploration of various disciplines and their relevance to each other, offering students a well-rounded education that emphasizes the importance of environmental awareness and cultural heritage.

In particular, this interdisciplinary model enables students to investigate how ancient agricultural practices, informed by the solar terms, align with modern environmental science. Solar terms, which are deeply rooted in traditional Chinese culture, mark specific points in the agricultural calendar that correspond to natural phenomena and climatic changes. By studying these terms in conjunction with contemporary environmental science, students can draw parallels between past wisdom and current practices in sustainable farming. This connection encourages a broader understanding of how human activities are influenced by natural cycles and how these cycles can guide sustainable agricultural methods. This fusion of traditional knowledge and modern science fosters a greater respect for sustainable farming techniques that have stood the test of time. As students learn about the intricate relationship between the changing seasons and farming practices, they develop a sense of reverence for the techniques that have supported human societies for centuries. This respect for historical farming methods encourages the preservation and application of sustainable practices in today's world, ensuring that future generations can continue to benefit from the wisdom of the past while addressing the challenges of modern environmental concerns.

Through the lens of HPS education, students are encouraged to approach agricultural practices as part of a larger, interconnected ecosystem. The solar terms become a key to understanding the intricate relationships between weather, soil health, plant growth, and community traditions, helping students appreciate agriculture's environmental significance. The solar terms are a practical tool for understanding the annual cycle of nature, and HPS education brings this knowledge to life. For instance, students can observe the weather changes and agricultural practices associated with each solar term, fostering a hands-on understanding of how human activity interacts with natural rhythms. Incorporating solar terms into HPS education also promotes cultural literacy, enabling students to learn about the origins and evolution of these terms. Understanding the significance of each term, such as Qingming (Clear and Bright) or Dongzhi (Winter Solstice), enriches students' knowledge of how farming has shaped cultural rituals and social customs.

### **3.2 The fusion of solar terms with HPS education emphasizes the need for a return to traditional wisdom**

In an era where industrialized agriculture often disregards environmental sustainability, this



approach highlights the value of ancient knowledge in promoting ecological balance and long-term agricultural productivity. As students explore how solar terms relate to planting and harvesting cycles, they also gain insight into the broader cultural context of these practices. For example, solar terms influence not only farming but also culinary traditions, festivals, and community life, underscoring the holistic role of agriculture in society. This deeper understanding of agricultural cycles through solar terms fosters an appreciation for sustainable practices[8]. Students learn how crop rotation, soil management, and the selection of seasonal crops align with the natural environment, promoting food security and ecological preservation in a rapidly changing world. The integration of solar terms with HPS education helps bridge the gap between modern and traditional farming methods. By reflecting on the past, students can see how agricultural practices have evolved and how lessons from history can guide future approaches to farming in a sustainable and eco-friendly manner.

Through project-based learning and field experiences aligned with solar terms, students actively engage with the agricultural process. These experiences reinforce the theoretical concepts taught in the classroom, fostering a deeper understanding of how the principles of sustainability can be applied to modern agricultural practices. Incorporating solar terms into HPS education also promotes the development of critical thinking skills. Students are encouraged to analyze and compare traditional agricultural practices with contemporary techniques, evaluating the strengths and weaknesses of both approaches in terms of environmental impact, efficiency, and sustainability. The study of solar terms through HPS education offers a rich opportunity for cross-cultural exchange. As students delve into agricultural practices and the historical significance of these terms, they gain a greater appreciation for the diversity of farming traditions around the world and the common challenges faced by agricultural communities.

### **3.3 The fusion of solar terms with HPS education not only preserves cultural heritage but also promotes innovation in agricultural practices**

The fusion of solar terms with HPS education is an exciting and significant development. Solar terms, which have been an integral part of Chinese culture for centuries, provide a unique way to understand the changing seasons and the rhythms of nature. These terms have been used to guide agricultural activities, ensuring that crops are planted and harvested at the most appropriate times. By incorporating these ancient traditions into modern educational frameworks like HPS education, the value of cultural heritage is preserved and passed on to future generations. At the same time, this fusion fosters innovation in agricultural practices[1]. By combining the wisdom of traditional solar terms with modern educational techniques, students and practitioners gain a deeper understanding of the natural world and how to apply this knowledge to contemporary farming methods. This approach allows for the development of more sustainable and efficient agricultural practices, blending old and new ideas to address the challenges of modern-day farming. In this way, solar terms are not just a tool for cultural preservation, but also a bridge to innovative solutions for the future.

The integration of solar terms into HPS education offers a holistic perspective on agriculture. It emphasizes the importance of understanding the environment and respecting natural cycles. This can lead to a more conscious approach to farming, one that prioritizes ecological balance and long-term sustainability over short-term gains. By educating students about the interconnectedness of nature, solar terms can inspire a new generation of farmers and agricultural experts who are committed to protecting the environment while improving productivity. Thus, the fusion of solar terms with HPS education is not only a way to preserve history but also a step forward in creating a more sustainable and innovative agricultural future. By drawing from the wisdom of the past,

students are inspired to create new solutions that address modern agricultural challenges, such as climate change and food security, in ways that respect nature's cycles. In conclusion, the integration of solar terms with HPS education provides students with a comprehensive understanding of traditional agricultural practices. By exploring the natural rhythms of the solar terms, students gain valuable insights into sustainable farming techniques, fostering a deep appreciation for the interconnectedness of agriculture, culture, and the environment.

#### **4. Analyzing solar terms in the HPS framework fosters respect for nature and seasonal cycles among learner**

Analyzing the 24 Solar Terms within the HPS (Holistic Pedagogical System) framework offers profound opportunities to nurture a deeper respect for nature and the cyclical processes of the seasons among students. The 24 Solar Terms, a cornerstone of Chinese culture, reflect the intricate relationship between humanity and the natural world. When integrated into educational practices, they provide students not only with a unique historical and cultural lens but also an opportunity to reflect on the importance of sustainable living, environmental stewardship, and an awareness of natural rhythms. At its core, the HPS framework is designed to emphasize the development of the whole person. It aims to cultivate not only cognitive skills but also emotional, ethical, and social competencies. By incorporating the Solar Terms into this holistic approach, educators can create a more dynamic, interactive, and multi-dimensional learning environment. The Solar Terms become more than just a means to transmit knowledge; they become a tool for shaping students' perspectives on life, nature, and their roles within both. The 24 Solar Terms, originating from ancient Chinese agrarian society, divide the year into 24 segments based on the sun's position and the changes in natural phenomena. These terms guide agricultural practices, suggesting the optimal times for sowing, harvesting, and various other tasks connected to the environment[12]. In many ways, these terms serve as a bridge between the tangible world of agriculture and the intangible cycles of nature. Their inclusion in education can provide students with invaluable lessons in recognizing patterns in the environment and understanding the cyclical nature of time, seasons, and ecosystems.

##### **4.1 In the context of the HPS framework, the analysis of these Solar Terms encourages students to reflect on the natural world's influence on human activities**

In the context of the HPS (History and Philosophy of Science) framework, the analysis of the Solar Terms plays a crucial role in deepening students' understanding of the relationship between science and culture. By examining these traditional markers of time, students are encouraged to explore how natural phenomena, such as changes in the weather and the environment, have historically shaped human societies and their practices. This reflection provides a valuable opportunity to bridge scientific knowledge with cultural traditions, offering insights into how humans have adapted to the rhythms of nature. The Solar Terms, which divide the year into 24 periods based on the movements of the sun, offer a unique perspective on the interconnectedness of humans and the environment. As students study these terms, they gain a deeper appreciation of how people from various cultures have relied on their understanding of natural cycles to inform their agricultural practices, daily routines, and even social structures[2]. This analysis not only enhances students' knowledge of scientific concepts but also fosters an appreciation for the wisdom embedded in these time-honored traditions.

Through this reflective process, students can also explore how human activities have, in turn, impacted the natural world. The study of Solar Terms encourages a holistic view, where both the influence of nature on humanity and the influence of humanity on nature are considered. By

critically engaging with these ideas, students are equipped with a broader perspective on the ways in which science, philosophy, and culture are intertwined, and how they continue to shape the world we live in today. For example, understanding the Solar Term “Spring Begins” fosters a sense of renewal and rejuvenation, which can be aligned with discussions on personal growth and self-improvement. Similarly, “Autumn Equinox”, a term that symbolizes balance and harmony between day and night, can prompt conversations about environmental sustainability and the need for balance in our own lives and societies. By analyzing the 24 Solar Terms within the HPS framework, students gain a richer understanding of how human life is intricately intertwined with nature’s rhythms. This fosters a deeper respect for the environment as students learn not only about the seasonal cycles but also about the cultural wisdom embedded within these terms. For instance, the Solar Term “Grain Full” occurs when the crops are beginning to ripen, signaling the importance of patience, growth, and the careful stewardship of the land. In this way, the Solar Terms teach lessons in patience, anticipation, and respect for natural processes.

Integrating the Solar Terms into the curriculum provides a comprehensive framework for understanding the environmental challenges of our modern world. With issues such as climate change, environmental degradation, and resource depletion pressing global concerns, the ability to comprehend the seasonal shifts and ecological changes of the natural world is critical. The HPS framework, with its emphasis on holistic learning, offers students the tools to analyze and understand the long-term impact of human activity on nature, promoting the development of environmental ethics. Through this lens, the Solar Terms encourage students to think critically about how their daily choices intersect with the broader environmental cycles that have governed life for millennia. The seasonal changes reflected in the Solar Terms are not merely abstract concepts but real, tangible phenomena that shape the daily lives of people. By focusing on the cycles of the year, students can observe firsthand the impacts of changing seasons on local flora and fauna, as well as the social practices that accompany these transitions. For example, “Winter Solstice” marks the longest night of the year, a time when many cultures celebrate the return of light. In HPS education, this can be used to reflect on the value of introspection, family bonding, and renewal, while also emphasizing the importance of warmth, shelter, and caring for others during harsh conditions. Equally important is how these Solar Terms encourage respect for time itself. In contemporary education, there is often a rush to cover a broad range of topics and to achieve short-term goals. However, the Solar Terms teach students the value of long-term thinking. Many of the concepts tied to the Solar Terms are not immediately measurable, but they offer essential lessons in patience, waiting, and the recognition that everything has its time. This holistic approach to time can have profound implications for student well-being, as it fosters a healthier attitude toward progress and personal development, rooted in the natural progression of life.

#### **4.2 The fusion of Solar Terms with the HPS framework also provides an opportunity to explore the role of ritual and tradition in sustaining a connection to nature**

The fusion of Solar Terms with the HPS framework presents a fascinating opportunity to delve deeper into the ways in which cultural practices can strengthen our relationship with the natural world. Solar Terms, which are deeply rooted in the cycles of nature, mark the changing seasons and the rhythm of life. By aligning these traditional markers with the HPS framework, we open up a space to understand how rituals and customs that have been passed down through generations contribute to our collective connection to the environment. Rituals play a significant role in how we engage with the world around us, especially in terms of the changing seasons[4]. They act as a bridge between the human experience and the natural processes that govern life on Earth. The Solar Terms, each representing a specific moment in the seasonal cycle, offer a structured way to honor



the transitions of nature. When integrated with the HPS framework, which encompasses the study of human behavior and systems, we can gain insights into how these rituals help maintain a harmonious balance between people and the environment. Tradition, too, plays a crucial role in this connection. It offers continuity and stability, ensuring that knowledge and practices that align with the rhythms of nature are passed down to future generations. As the world becomes more modernized and disconnected from the natural world, these traditional rituals, supported by the understanding of Solar Terms, can serve as powerful reminders of our roots. By acknowledging the value of these practices, we can find new ways to reconnect with nature and re-establish the importance of living in harmony with the earth. Ultimately, the fusion of Solar Terms and the HPS framework encourages a holistic approach to understanding our relationship with the environment. It invites us to reflect on how rituals, traditions, and our awareness of natural cycles can help foster a deeper, more sustainable connection to the world around us.

Rituals based on the Solar Terms, such as planting ceremonies during “Grain Rain” or the celebration of the “Solstice”, serve as tangible ways to reinforce the importance of the natural world and its cycles. These practices can be integrated into classroom activities, offering students hands-on experiences that deepen their engagement with both the natural world and their cultural heritage. One of the most impactful aspects of this integration is the way it can shape students’ moral and ethical values. The Solar Terms embody principles of harmony, balance, and respect—values that are deeply embedded in both traditional Chinese thought and the broader philosophical traditions of East Asia. In the HPS framework, these values can be expanded into lessons on global sustainability, ecological responsibility, and the need for a balanced relationship between humanity and nature. Through discussions and projects focused on the Solar Terms, students can explore ethical dilemmas related to environmental issues, helping them to develop a stronger sense of environmental consciousness. Incorporating these themes into education fosters not only cognitive learning but emotional and social growth. As students analyze the natural world through the lens of the 24 Solar Terms, they become more attuned to their emotional responses to environmental changes. The lessons of the Solar Terms are not only intellectual but also visceral, encouraging students to feel the rhythms of nature and to respond to them with respect, empathy, and care.

In conclusion, analyzing the 24 Solar Terms within the HPS framework offers an invaluable opportunity to foster respect for nature and the seasonal cycles among learners. Through this integration, students develop a deeper understanding of the relationship between humanity and the environment, cultivating not only intellectual awareness but also emotional, ethical, and social sensitivities. As a result, the study of the Solar Terms within a holistic educational framework offers a powerful tool for shaping a generation that is more connected to the natural world, more aware of the ecological challenges we face, and more committed to preserving the cultural wisdom that has guided humanity’s relationship with nature for centuries.

## **5. The 24 Solar Terms within HPS education bridge ancient wisdom and modern knowledge, enriching cultural heritage**

The 24 Solar Terms, a traditional Chinese system rooted in ancient agricultural practices, encapsulate a deep understanding of the natural world. These terms, which divide the solar year into 24 segments, reflect the cyclical relationship between humans and nature, particularly the rhythms of farming, climate, and the environment. In modern times, the 24 Solar Terms have transcended their original agricultural context, becoming an integral part of Chinese cultural heritage. When integrated into the framework of HPS (Holistic Pedagogical System) education, the Solar Terms offer a unique opportunity to bridge ancient wisdom with contemporary educational practices, enriching the cultural heritage of students and fostering a profound respect for both history and

nature. The concept of HPS education is centered around the development of the whole individual, encompassing intellectual, emotional, and social growth. By incorporating the 24 Solar Terms into this framework, students are exposed not only to the scientific and historical aspects of these terms but also to their cultural significance. This integration allows students to gain a deeper understanding of traditional wisdom while relating it to modern knowledge, thus creating a synergy that enhances both their cultural awareness and their overall educational experience (see table 5).

Table 5: The role of 24 solar terms in bridging ancient wisdom with modern knowledge

Preservation of Traditional Knowledge	Seasonal Awareness	Cultural Continuity	Educational Integration
Sustainable Practices	Scientific Research	Technological Adaptation	Global Understanding

### 5.1 One of the key ways in which the Solar Terms bridge ancient wisdom and modern knowledge is through the blending of traditional ecological knowledge with contemporary environmental science

One of the key ways in which the Solar Terms bridge ancient wisdom and modern knowledge is through the blending of traditional ecological knowledge with contemporary environmental science. This fusion allows for a more comprehensive understanding of natural cycles, as the Solar Terms, which are deeply rooted in ancient agricultural practices, provide insight into seasonal changes and their effects on the environment. These terms, based on centuries of observation, offer valuable information on climate patterns, plant growth, and animal behavior. Modern environmental science has the tools and methodologies to analyze and quantify these phenomena in greater detail. By integrating the time-honored observations of the Solar Terms with modern scientific techniques, researchers can uncover deeper connections between nature's rhythms and environmental sustainability[9]. This partnership not only validates the wisdom passed down through generations but also enhances our ability to manage natural resources and preserve ecosystems in the face of global challenges such as climate change and biodiversity loss.

The Solar Terms serve as a reminder of the importance of maintaining a harmonious relationship with the natural world. In today's fast-paced, technology-driven society, reconnecting with the cyclical patterns of nature can offer a grounding perspective, helping us to reconsider how we live and interact with the environment. By looking back to these ancient systems, we can discover new ways to approach modern environmental issues with a balanced, sustainable mindset that honors both tradition and innovation. The Solar Terms were initially established based on the observation of the changing seasons and their influence on agriculture, such as the timing of planting and harvesting. For example, the term Grain Full marks the period when the first grains begin to mature, signaling the need for particular agricultural practices to ensure a successful harvest. This knowledge, which was passed down through generations of farmers, reflects an intuitive understanding of the local ecosystem and the seasonal cycles that govern it.

In modern times, this agricultural knowledge is complemented by scientific advancements in ecology, meteorology, and environmental studies. By examining the 24 Solar Terms within the context of modern climate science, students can gain insights into the ways in which ancient practices align with contemporary understandings of environmental change. For instance, the Solar Term Winter Solstice, which marks the shortest day of the year, offers an opportunity to discuss both traditional agricultural practices, such as the preparation for winter crops, and modern research on the effects of the winter solstice on weather patterns and climate systems. In this way, the Solar Terms become a bridge that connects ancient practices with modern scientific knowledge, enriching

students' understanding of both domains. The integration of the 24 Solar Terms into HPS education helps to foster an appreciation for the cyclical nature of life and the interconnectedness of all things. Ancient Chinese philosophy, particularly Daoism and Confucianism, emphasizes the importance of balance and harmony with nature. The Solar Terms reflect this philosophical outlook, as they mark the shifting rhythms of the natural world and encourage a cyclical view of time[13]. This perspective is in contrast to the linear view of time that often dominates Western educational systems, where progress is measured by continuous growth and development. By exploring the Solar Terms in the HPS framework, students are introduced to a more holistic view of time, one that emphasizes renewal, balance, and the natural flow of life.

This holistic perspective aligns closely with the goals of HPS education, which seeks to nurture the development of well-rounded individuals who are attuned to the needs of both themselves and their communities. By understanding the Solar Terms and their significance in Chinese culture, students can gain a deeper appreciation for the importance of seasonal rhythms and their impact on various aspects of life, from agriculture to social customs and personal well-being. This knowledge empowers students to become more conscious of their relationship with the environment and encourages them to live in harmony with the world around them. The fusion of ancient and modern knowledge through the Solar Terms also serves to enrich students' cultural heritage. The 24 Solar Terms are not only a reflection of agricultural practices but are also deeply embedded in Chinese folklore, art, and literature.

## **5.2 Incorporating the Solar Terms into HPS education enables students to explore the broader cultural context in which these terms are situated**

They can examine how the terms are reflected in traditional Chinese poetry, visual arts, and folk music, gaining insights into how ancient Chinese thinkers and artists expressed their relationship with nature and the changing seasons. This cultural exploration fosters a sense of pride in one's heritage and encourages students to appreciate the richness of their cultural traditions. Moreover, the fusion of ancient wisdom and modern knowledge through the Solar Terms also supports the development of critical thinking skills[11]. Students are encouraged to analyze the historical and cultural significance of each Solar Term while also considering how these terms are relevant in the context of contemporary society. This approach challenges students to think critically about the role of tradition in modern life and to reflect on how ancient practices can inform and enhance our understanding of the present. In conclusion, the 24 Solar Terms offer a unique opportunity to bridge ancient wisdom and modern knowledge within the context of HPS education. By integrating these terms into the educational framework, students gain a deeper understanding of the natural world, cultural heritage, and the cyclical rhythms of life. This fusion of traditional and contemporary knowledge not only enriches students' educational experience but also empowers them to become more conscious of their relationship with nature and their cultural roots. Ultimately, the 24 Solar Terms serve as a powerful tool for promoting cultural continuity, environmental awareness, and personal growth, ensuring that the wisdom of the past is passed down to future generations.

## **6. Conclusions**

In conclusion, integrating the 24 Solar Terms with the HPS education concept plays a vital role in preserving and transmitting traditional cultural practices while enhancing students' awareness of the natural world. This fusion not only promotes cultural continuity but also helps students develop a deeper understanding of the seasonal rhythms and agricultural wisdom that have shaped societies for centuries. By analyzing the solar terms within the HPS framework, educators can cultivate a profound respect for nature, encouraging learners to appreciate the interconnectedness of all living

systems. Furthermore, the integration of these ancient agricultural cycles with modern educational paradigms bridges the gap between historical knowledge and contemporary learning, enriching cultural heritage and fostering a more holistic worldview. As we continue to explore ways to adapt traditional wisdom to modern contexts, the 24 Solar Terms offer a valuable tool in nurturing a generation that values sustainability, environmental stewardship, and cultural identity.

## References

- [1] Anne Siri Kvia & Knut Aukland. (2025). What is reflexivity? A scoping review of reflexivity and related concepts in Religious Education. *British Journal of Religious Education*, 47(3), 314-334
- [2] Anna Junga, Philipp Bozdere, Ole Hätscher, Sönke Scherzer, Paul Schmidle, Henriette Schulze... & Friederike Wagner. (2025). Rethinking interaction design - special implications for interaction concepts in medical education using virtual reality. *Virtual Reality*, 29(3), 98-99.
- [3] Azam Faraji, Zhina banafshi, Rostam Jalali & Amir Jalali. (2025). Concept mapping teaching method and nursing education: a systematic review and meta-analysis. *BMC Medical Education*, 25(1), 792-793.
- [4] Fahad Umer, Nighat Naved, Azra Naseem, Ayesha Mansoor & Syed Murtaza Raza Kazmi. (2025). Transforming education: tackling the two sigma problem with AI in journal clubs - a proof of concept. *BDJ open*, 11(1), 46.
- [5] Franziska Lessky. (2025). Educational inequality and equitable transformation: Combining Bourdieu's relational theory and the 'conduct of everyday life' concept to illuminate underrepresented students' experiences and success in higher education. *Österreichische Zeitschrift für Soziologie*, 50(1), 23-24.
- [6] Hairen Liu & Jiaying Zhang. (2025). The inheritance and regional differences of traditional national sports from the perspective of cultural and historical geography. *GeoJournal*, 90(4), 156-158.
- [7] Huang Chaoyi, Chen Yuxi, Zhang Xuanyao & Mo Yanting. (2025). Research and Design on Building Digital Immersive Exhibitions in Museums — Taking the “24 Solar Terms Exhibition at the China National Film Museum” as an Example. *Scientific and Social Research*, 7(2), 136-142.
- [8] Madeleine Brodin Olsson, Anette Olin Almqvist & Anne Kultti. (2025). Facilitating professional development in early childhood education and care—Integrating theoretical concepts to develop practice. *Teaching and Teacher Education*, 160, 105016-105017.
- [9] Mariusz Chrostowski. (2025). Teaching religion in postmodern society: some insights from the German “Carousel of Concepts” for the renewal of Catholic religious education in Poland. *British Journal of Religious Education*, 47(3), 295-313.
- [10] Michael T. Hartley, Toni Saia, Aimee C. Mapes, Aryn Taylor & Gabrielle Ficchi. (2025). Ableism and Able Privilege: Integrating Social Justice Concepts in Rehabilitation Education. *Rehabilitation Counseling Bulletin*, 68(4), 262-274.
- [11] Nana Zhang & Jiting Wang. (2025). Exploring the Practical Pathways of Integration Between College English Teaching and Ideological and Political Education Under the Concept of High-Impact Teaching. *Hill Publishing*, 9(4), 460-465.
- [12] Nino Fijačko, Manuel Pardo Rios, Federico Semeraro, Vinay M Nadkarni & Robert Greif. (2025). Resuscitation education science meets virtual and augmented reality: Evolution from potential concept to recommendations. *Resuscitation Plus*, 23, 100950-100952.
- [13] Wang Yifan, Zhou Lu & Wang H. (2023). A Probe into the Path of Integrating “24 Solar Terms” into International Chinese Language Education from the Perspective of Cultural Communication. *International Journal of New Developments in Education*, 5(12), 56-68
- [14] Will M. Bennis & Marko Orel. (2025). Four models of the coworking concept to facilitate remote higher education. *Facilities*, 43(7/8), 426-443.
- [15] Wu Junmei. (2025). A Study on the Current Situation and Countermeasures of Integrating the Traditional Culture of the 24 Solar Terms into the Kindergarten Curriculum. *International Educational Research*, 8(3), 47-48.