

Innovative Exploration of Integrating Chinese Traditional Culture into University Curriculum Systems

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Abstract. Chinese traditional culture is the root and soul of our nation, containing rich moral and intellectual resources. Traditional culture encompasses a wide spectrum, including technology, literature, and philosophy, and serves as an effective pathway for guiding college students to form correct outlooks on life, values, and the world. By deeply exploring the contemporary value of traditional culture and integrating it into university curriculum systems through the medium of “curriculum project packages,” we can construct a new type of curriculum system of “traditional culture + project package” in higher education. This initiative holds significant practical importance for the inheritance of traditional culture, the promotion of curriculum reform, the enhancement of teaching effectiveness, and the improvement of students' overall qualities.

Keywords: Chinese traditional culture, new curriculum system, project-based teaching package.

1. Introduction

Since the 18th National Congress of the Communist Party of China, the Central Committee, with Xi Jinping at its core, has attached great importance to excellent traditional Chinese culture, guiding and inspiring society to draw wisdom and strength from it. In a keynote speech at the commencement of a seminar on studying and implementing the spirits of the 20th National Congress, General Secretary Xi stated, “Chinese-style modernization is deeply rooted in excellent traditional Chinese culture.” In 2023, the Department of Ideological and Political Work of the Ministry of Education identified the comprehensive implementation of the “Soul-Crafting Project for a New Era” as a key focus. It is recommended to integrate the educational goal of “learning to be an adult” from Chinese culture into the “Soul-Crafting Project for a New Era,” providing an opportunity for higher education to incorporate excellent traditional Chinese culture into classroom teaching, campus culture, and social services, thus promoting cultural education nationwide in a top-down manner.

Currently, in primary and secondary schools across the province, efforts to incorporate excellent traditional culture into comprehensive practical activity courses have been widespread. In higher education, traditional culture education has mainly taken the form of expert lectures. Research on genuinely integrating traditional culture into professional course systems is still in the exploratory stage, and further studies are required to construct a distinctive “traditional culture + project package” curriculum system. Therefore, starting from the “Soul-Crafting Project for a New Era,” it is essential to innovate the mechanism for talent cultivation in higher education, deeply excavate the contemporary value of traditional culture, and incorporate it into the university curriculum system using “project teaching packages.” This innovative approach aims to promote the inheritance of traditional culture, advance curriculum reform, and ultimately teach students not only professional knowledge and skills but also how to be virtuous individuals, thereby fulfilling the fundamental task of moral education.

2. The Necessity of Integrating Traditional Cultural Education into the Curriculum System

2.1. Excellent Traditional Culture as a Valuable Asset of the Chinese Nation

Excellent traditional Chinese culture is an important component of human civilization and embodies the cultural heritage and traditional values accumulated over thousands of years. It covers achievements in various fields including ancient Chinese literature, calligraphy, arts, philosophy,

religion, etiquette, music, drama, dance, painting, and architecture. Excellent traditional culture not only showcases the wisdom and creativity of the Chinese nation but also embodies rich moral and value concepts. It emphasizes harmony between humanity and nature, moral ethics, family values, respect for teachers, civility, loyalty, honesty, and other values. [1] These value concepts and traditional culture profoundly influence the thinking modes, behavioral norms, and social habits of the Chinese people, and they continue to hold significant importance and influence in Chinese society today.

2.2. The Importance of Integrating Chinese Excellent Traditional Culture into University Curriculum Teaching

By studying and inheriting Chinese excellent traditional culture, students can better understand and respect their cultural heritage, cultivate their humanitarian qualities and social responsibility, and become innovative and socially responsible talents suited for the new era. Therefore, it is necessary to adopt various effective approaches to promote the integration of Chinese excellent traditional culture into university curriculum teaching.

2.3. The Value of Integrating Traditional Culture into University Curriculum Teaching

From the perspective of value guidance, promoting the coordinated development of moral education and teaching is of great significance. Integrating traditional culture education into the curriculum system serves as a medium for imparting specialized knowledge, emphasizing value guidance for students, achieving the coordinated development of moral education and teaching, and cultivating students' cultural confidence. This is particularly important for advancing the "Soul Cultivation Project for New Era Talents" in higher education.

From the perspective of adapting to local industrial development needs, reforming education can genuinely enhance the quality of training comprehensive and application-oriented talents, which is essential for revitalizing Northeast China and supporting local economic development.

From the perspective of the transformation of application-oriented undergraduate universities, integrating traditional culture education into the curriculum system serves as an entry point for reforming innovative talent cultivation. This can drive local universities to implement teaching reform for application-oriented undergraduate programs, optimize talent development, and improve the quality of their graduates, offering significant practical guidance.

3. Key Issues to be Addressed by Integrating Traditional Culture Education into the University Curriculum System

3.1. The Issue of Exploring Educational Elements in Traditional Culture

Promoting the integration of traditional culture with university professional courses is not simply about directly incorporating the content of traditional culture into the teaching of university courses. Instead, it should involve processing and integrating content based on specific needs. This involves exploring, analyzing, and consolidating relevant aesthetic education materials from traditional culture, and paying attention to the organic integration of the essence of traditional culture into university curriculum teaching. The classroom can serve as a platform for carrying out educational initiatives.

3.2. The Issue of Integrating Traditional Culture with University Courses

The integration of traditional culture with university courses should not be a direct transplantation of traditional cultural content into university teaching. Rather, it should involve processing and integrating based on specific teaching content. Relevant educational materials should be extracted, analyzed, and consolidated from outstanding traditional culture, forming a repository of educational materials. This approach aims to establish a scientific teaching system that effectively integrates traditional culture with university courses.

3.3. The Issue of Pathways for Integrating Traditional Culture with University Courses

Culture possesses characteristics such as intangibility, permeation, persistence, diversity, and experiential quality. It raises questions about which carriers to use and how to foster education in a way that gains the value recognition and self-awareness of the educated. Compared to theoretical preaching and forced indoctrination, cultural education is more of an interpersonal form of education. [2] It emphasizes the process where the educated can internalize cultural influences and externalize them through their thoughts and actions.

The focus of "cultural education" lies in the term "education." Its essence is how to use culture as a medium for enlightening and cultivating the educated. The use of cultural carriers is an art that does not have a fixed form; therefore, educators must possess methods and skills that adapt to the changing times. Consequently, the "pathway" for cultural education is a crucial issue [3].

4. New Pathways for Integrating Traditional Culture Education into the Curriculum System

4.1. Multi-Angle Exploration of Traditional Culture Resources

In the exploration of ideological and political elements in traditional culture, guided by "Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era," we should focus on students' professional needs and talent cultivation goals. From the perspective of Chinese traditional culture, which includes "Ge Wu (Investigating Things), Zhi Zhi (Acquiring Knowledge), Cheng Yi (Sincere Intent), Zheng Xin (Right Mind), Xiu Shen (Self-Cultivation), Qi Jia (Regulating Family), Zhi Guo (Governing Country), and Ping Tian Xia (Bringing Peace to the World)," we can integrate these with the core socialist values of "Prosperity, Democracy, Civilization, Harmony, Freedom, Equality, Justice, Rule of Law, Patriotism, Dedication, Integrity, and Friendship." This integration can cultivate college students' ideals and beliefs, value orientation, political faith, and social responsibility. [4] By designing themes for ideological and political education within professional courses, we can comprehensively enhance students' ability to analyze events and discern right from wrong, and cultivate them into well-rounded talents with both moral integrity and professional competence.

4.2. Creating a New Curriculum System of "Traditional Culture + Project Package"

By uncovering the ideological and political elements within traditional culture and integrating them into the curriculum system of higher education, we can utilize project teaching packages to achieve reform and innovation in the three interconnected systems: knowledge structure, teaching content structure, and evaluation system of curriculum groups. [5] This approach aims to establish a new curriculum system of "Traditional Culture + Project Package."

4.3. Implementing the New Curriculum System of "Traditional Culture + Project Package"

Through ongoing research into the above content, we can use professional course teaching project packages as a vehicle to break down the overall goals of traditional culture education into specific objectives that align with professional fields. Departments should organize professional teachers to participate in the formulation of actionable plans for traditional culture education, creating distinctive core courses. Within the "Core Courses of Project Packages + Auxiliary Curriculum System," we can delve deeper into traditional culture and refine it, thereby truly integrating traditional culture education into the curriculum system.

4.4. Achieving Organic Integration of Traditional Culture with Professional Course Teaching

Focusing closely on the three-in-one curriculum construction goal of "Value Shaping, Ability Cultivation, Knowledge Transmission," we seek relevant touchpoints within the curriculum content. [6] Through the design and application of teaching materials such as case studies and knowledge

points, we can effectively convey correct values to students in a subtle and indirect manner, thus achieving an organic integration of "Traditional Culture" with the teaching of this course.

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