

# Study on the Application of Excellent Family culture Education in High School Civics Classes

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**Abstract:** As an important part of the excellent traditional Chinese culture, good family culture is a powerful spiritual pillar for realizing a prosperous and strong country, a stable and orderly society, and people living and working in peace and contentment. Since the 18th CPC National Congress, the leadership of the CPC Central Committee, with General Secretary Xi Jinping at its core, has attached great importance to family and family education, and General Secretary Xi Jinping has emphasized on many occasions that it "pays attention to the family, family education and family customs, advocates the extensive participation of people from all walks of life in the construction of socialist family civilization, and actively creates a good atmosphere of social harmony and family concord." The purpose of this study is to investigate the problems of good family culture education in high school Civics class through questionnaires and interviews, specifically including the students themselves, family education, school education, and insufficient social support. Finally, it explores the path to enhance the effect of good family culture education in high school civics class from multiple levels and dimensions, such as individual, family, school and society, so as to realize the quality and efficiency of high school civics class.

**Keywords:** Good family customs; education; Civics and Political Science in High Schools.

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## 1. Introduction

With the development of the times and changes in society, the role of family education in shaping and passing on social values has become more and more prominent. As an important way of family education, family culture education has unique significance and value. As an important position for cultivating students' socialist core values, high school Civics class should give full play to its advantages. Through the research on the application of good family culture education in high school Civics class, this paper prompts high school Civics class to give full play to its cultural function under strong humanistic care, and truly implements the core concept of establishing morality and educating people into the Civics classroom, which is an important revelation for cultivating students' positive family emotions and correct family ethical concepts, and at the same time cultivating people with creativity and innovation for the inheritance of the good family cultures and innovations. The students will also cultivate talents with creative spirit and innovative ability for the inheritance and innovation of good family culture.

## 2. The Doctrinal Basis for the Application of Excellent Family Culture Education in High School Civics Classes

### 2.1. Definition of the concept of family culture

Pan Yue, a writer of the Western Jin Dynasty, first proposed the term "family culture" in his "Poem on family culture", which is a way of passing down ancestral virtues and celebrating one's own family traditions for the purpose of self-motivation. After that, the family culture was gradually developed along with the "Shih Clan", "Shi Clan", "Powerful

Clan", and "Big Family" in the feudal society.<sup>[1]</sup> Family culture originates from the family, and the family is the cornerstone for shaping family culture. In feudal society, in order to consolidate their position and expand their influence, the big families usually establish a large family system with in-laws and blood ties, thus laying a theoretical and social foundation for the formation and development of family culture.

Concerning the connotation of family culture, the definitions are different due to the different research perspectives of various scholars, but the core idea they are trying to express is the same. According to Zhao Zhongxin, a family educator, "family culture is the sum of lifestyle, living habits, thinking style, aesthetic point of view, value orientation, spiritual pursuit and other aspects that are recognized and jointly observed by members of a family or clan over a long period of time."<sup>[2]</sup> In addition, some scholars have further explored the concept of family culture. Professor Luo Guojie, a famous ethicist in China, believes that "family culture is a kind of fashion and style advocated by parents (or grandparents) and can be physically and verbally taught to constrain and regulate family members<sup>[3]</sup>." This paper argues that family culture is a stable and potential cultural atmosphere and values inherited from a family or family in the long-term development, which is a bridge connecting the hearts and minds of intergenerational family members, and a value to follow to regulate the behavior of family members.

### 2.2. Definition of the concept of good family culture

There are abundant results in the academic world on the definition of the concept of good family culture. Some scholars regard good family culture as values, for example, Su Chang pointed out in his article "Research on the Cultivation of Good Family Culture in the New Era" that

"good family culture refers to the more stable values, moral norms that are in line with the requirements of social development, follow the law of individual development in the society, are beneficial to the cultivation of physical and mental health, and even in line with the development of the society in a certain way, and are formed through the transmission of the intergenerational, behavioral habits, lifestyle, and spirituality in general."<sup>[4]</sup> There are also scholars who believe that good family culture belongs to the category of culture, Liu Xinyi proposed in "Research on the Path of Integrating Good Family Culture into the Ideological and Political Education of College Students" that "good family culture is built on the basis of socialist core values, based on the excellent traditional Chinese culture, integrating a variety of civilizations, and aiming at the realization of the country's prosperity, the nation's wealth and strength, the society's harmony, and people's happiness with the Chinese Dream of the Great Revival of the Chinese Nation as the ultimate goal."<sup>[5]</sup> Therefore, to summarize the above, the author believes that good family culture is not only a kind of good manners and virtues within the family, but also an effective force that conforms to the law of social and historical development, conforms to the requirements of socialist core values, is close to the real life, integrates the excellent traditional culture, spreads positive energy, and is able to satisfy the needs of the development of the modern family.

### **3. Problems in the Application of Good Family Culture Education In High school Civics class**

#### **3.1. High school students do not know or practice enough about family culture**

Students are the main body of learning, and the good results achieved by the application of good family culture education in high school Civics class, in addition to external factors, there are also some problems with the students themselves. For example, students do not have a comprehensive understanding of the connotation of family culture, the degree of recognition of its value and status needs to be improved, and the practice of good family culture and family rules is not strong enough.

Students have different answers to the question "Do you understand the connotation of family culture and good family culture?" Nearly half of the students said that they were not very clear about the connotation of family culture and good family culture; only about 26% of the students said that they knew more about its connotation; and very few of them knew much about the connotation of family culture and good family culture. According to the analysis of the data, more than half of the students think that it is not necessary to carry out practical activities of family culture education and said that it would be a waste of time; only a small number of students think that it is necessary to carry out practical activities of family culture education and will actively participate in it. The above shows that there are deficiencies in high school students' knowledge and practice of family culture and good family culture, which is a prominent problem shown by the student body and directly affects the application of good family culture education in high school Civics class.

#### **3.2. The transmission of good family culture is not valued in the family**

The family is crucial to the inheritance of family culture, which is the embodiment of family values and codes of conduct, and can have a positive impact on the growth and development of family members. However, due to changes in family structure, communication among family members has been reduced, and the inheritance of family culture has lost its geographical advantage, which is not conducive to the realization of the value of good family culture. In particular, the emergence of the Dink family has caused a "break" or "disconnection" in the family culture, and this change has made the traditional family education model face new challenges. Students' responses to the question "In family life, do your parents or other elders tell you stories about family culture?" show that the traditional model of family education is facing new challenges. The different answers to this question show that families neglect the inheritance of family culture. The results of the survey show that 46% of the students said that their parents or other elders never tell stories about family culture, and only 13% of the students said that their parents or elders often tell stories about family culture. Neglect of family culture by families will inevitably have an impact on family cohesion and cultural roots.

#### **3.3. Lack of good family culture education and learning atmosphere in schools**

Schools have an important responsibility in fostering family culture education among students. However, questionnaire surveys, interviews and field visits have revealed a lack of a learning atmosphere for family culture education in schools. Specifically, it is mainly reflected in several aspects: first, the school is not sufficient in carrying out thematic activities about family culture education; when students answered whether they had participated in family culture education thematic activities organized by the school, more than nearly half of them said that they had never participated in school-organized family culture education activities, while the remaining half of them said that they had participated in family culture education activities but gained little; second, the school does not have special elective courses to teach family culture education in its curriculum. Secondly, there is no special elective course in the school curriculum to teach family culture education, which leads to very limited ways for students to learn about good family culture. They can only occasionally come into contact with some relevant knowledge in the Civics class. Thirdly, through checking the borrowing records of the school library, we found that there are very few books about family culture borrowed, and most of the students don't like to read this kind of books, which they think are stereotypical and boring; on the contrary, novels with strong storytelling are more attractive to the students. The above three aspects can confirm the lack of family culture learning atmosphere in the school.

#### **2.4 Insufficient social support for education on good family culture**

Family culture is the spiritual wealth of a family, a treasure passed down from one generation to the next, containing valuable wisdom and values such as family motto, family culture and family rules. Despite the richness of family culture education resources, the publicity and promotion of family culture is still relatively insufficient, and this valuable cultural heritage has not been inherited and promoted. In their

questionnaire survey, students responded to the question, "In your community or township, have cultural institutions or social organizations carried out activities related to family culture or family culture education?" In the question, 64% of the students said that they had never carried out activities related to family culture education, and only 9% of them said that their communities or neighborhood committees often carried out related activities. This shows that the lack of social support for family culture education is also one of the problems in the application of good family culture education in high school Civics courses.

#### **4. Research on the Path of Enhancing the Educational Effect of Good Family Culture in High School Civics Classes**

##### **4.1. Guide students to practice and internalize knowledge and action**

First of all, teachers of Civics can cultivate students' theoretical knowledge about family culture education through lectures and discussions. Teachers can introduce family ethics and values in traditional culture, guide students to think about the importance of the family to personal growth, and understand that the family is the basic unit for the transmission of values and social customs. Through the systematic transfer of knowledge, students can have a deeper knowledge and understanding of family culture education. Secondly, high school Civics class needs to focus on students' practical operation. In the classroom, teachers can organize students to carry out group activities, such as carrying out discussions on family values and formulating family norms, etc., to stimulate students' thinking and participation. In practice, students can deeply feel and experience the role and significance of family education, so that they can more intuitively recognize their own family situation and the important aspects of their own growth. Finally, high school Civics can also broaden students' horizons and enhance their abilities through extracurricular practical activities. Schools can organize students to participate in community service, family interviews, social practice and other activities, so that students can communicate and interact with different families and feel the diversity and complexity of families.

##### **4.2. Focusing on family education and passing on good family culture**

Stirring up turbulence and promoting clarity to create a good family culture. The cultural qualities of the family are important guiding factors for high school students' value choices. Actively creating a family culture that focuses on transmitting positive values can provide a good environment for high school students to grow up and guide them to form a positive and healthy outlook on life and values. On the one hand, it is necessary to focus on the inheritance of the excellent traditional Chinese culture, and integrate filial piety, etiquette and honesty into the family culture to help family members establish correct values and enhance cultural self-confidence. On the other hand, it is necessary to focus on the formulation of common family values to enhance family cohesion and identity. Role modeling to enhance the educational timeliness of family culture. As presented in the questionnaire, parents or elders seldom teach stories about family culture, indicating that parents or elders have not done

a good job as role models for their children and leaders in their growth. Parents should set a good example by educating and influencing their children through their own words and behavior, and by transmitting correct values and moral principles to them. Cultivate a distinctive family culture according to the needs of the family. There are various differences between families, including economic status, family composition, regional background, customs and habits, regional culture and other factors, all of which will affect the formation of distinctive family culture. However, the similarities all share the common characteristics of upward mobility, goodness and beauty, as well as a common goal of fostering good character and behavior among family members. In the process of implementing family education, we should avoid a "one-size-fits-all" approach; instead, we should emphasize the individuality and uniqueness of each family and tailor the approach to the needs and characteristics of each family, flexibly formulating a family education approach and family culture development method that suits the needs of each family.

##### **4.3. Focusing on school education and creating an atmosphere of family culture**

School education is an important way to pass on good family values and plays an important role in leading and modeling the practice of family culture. In school education, we should always put the cultivation of students' personal character in the first place, and teach them how to "behave" first. To encourage students to pass on good family culture, it is necessary to establish a home-school cooperative and interactive relationship with clear objectives and close cooperation, give full play to the main position of students, encourage them to actively participate, think seriously and take the initiative to accept good family culture education, so as to promote the inheritance and development of good family culture. Schools should strengthen the initiative of integrating good family culture and actively create a strong atmosphere of good family culture. The explicit and implicit curricula on family culture should be fully integrated to improve the educational effect of family culture. In particular, it is important to give full play to the role of the hidden curriculum in creating a strong atmosphere and passing on good family culture.

##### **4.4. Coordinating social forces to tell the story of the family**

High school students are an important part of society, and their lives and behaviors cannot be separated from the influence of society. By mobilizing all aspects of society and telling the stories of good families to society, it can strongly support and promote the ideological and moral education of high school students. Establish and improve the relevant system and mechanism to provide guarantee for the promotion and education of good family culture. The influence of good family culture on the ideological and moral character of high school students involves not only the responsibility of families and schools, but also the government should assume a corresponding role to form an educational synergy, and jointly expand the influence, infectiousness and penetration of good family culture. For example, we have witnessed a series of exciting social activities in recent years. These include the selection of some very warm and touching "Most Beautiful Families" and "Most Beautiful Filial Youths", who have interpreted the importance

of the family and the spirit of Chinese virtues through their own actions. In addition, a number of dedicated individuals offered valuable traditional culture courses free of charge to the community, promoting the inheritance and development of outstanding traditional culture. These activities and initiatives not only bring positive energy to the society, but also set an example to inspire us to pay attention to family virtues, as well as to respect and pass on the excellent traditional culture.

## 5. Conclusion

Civic and political science class in high school is a key course for the implementation of the fundamental task of establishing moral education. As a precious legacy of the excellent traditional Chinese culture, good family culture carries rich resources of ideological and moral education through the long history of precipitation and screening. The application of good family culture in high school civics class is of great significance and value for students' physical and mental health, enriching the teaching content of high school civics class and improving the timeliness of education and teaching. In this paper, the research on the family culture, the connotation of good family culture and the education and teaching of high school Civics and Political Science class, from the basis of education and teaching, aims to solve the problems of good family culture in the education and teaching of high school Civics and Political Science class through the

investigation and research, the author in the process of solving the problem, carried out a wide range of explorations and deep thinking, and in the research in-depth discussion of a variety of paths and measures to solve the problem. However, the author also deeply recognizes that there are still many shortcomings in this field due to his own knowledge and ability, so he needs to further improve and develop in the process of theoretical learning and practice in the future.

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