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Exploring the Teaching Strategies of Excellent Traditional Culture in Primary School Language Teaching Materials of the Ministry of Education

Bei Li *

College of Education and physical Education, Yangtze University, Jingzhou 434000, China
*** Corresponding author Email:** 1718063878@qq.com

Abstract: Excellent culture is the root of the nation, and there are many excellent traditional cultures in primary school language teaching materials, how to teach traditional culture is a difficult problem. This paper puts forward the problems existing in the teaching of traditional culture, then reflects on the existing problems, and concludes that teachers should improve their own cultural literacy, adopt diversified teaching methods, combine with life, pay attention to the traditional practical activities, as well as the mutual assistance between schools and parents and society.

Keywords: Traditional Culture; Teaching Strategies; Primary School Language.

1. Background to the Study

1.1. Social Context

Today, the world through the convenient network technology, developed transport environment, making the contact between the countries of the world closer, cultural exchanges between countries are also closer, the Chinese nation in such a large environment, can have a unique position in the forest of the world's culture, and the long history of the Chinese nation and the excellent traditional culture is inseparable. The introduction of foreign culture for our country has both advantages and disadvantages, it is good on the one hand can let us understand the international cultural forms, know the world, but it is also a large number of imported to a certain extent compressed the space of the domestic culture, especially some foreign bad culture, such as bloody and violent film scenes, in the physical and mental development of the children in the body is not sound influence is particularly large, and some of the country's traditional culture is also somewhat forgotten or neglected, and some of our traditional culture is also forgotten or neglected, and some of our traditional culture is also forgotten or neglected. Some of our traditional good cultures have been forgotten or neglected. From this we can see that although our country is now attaching more importance to traditional culture, we are also facing the introduction of bad culture from abroad and the lack of good ways to pass on and carry forward some of our excellent traditional culture.

Education is inextricably linked to the transmission of culture and is one of the key ways in which culture is transmitted and developed.

The main vehicle for education is the preparation of textbooks, and from the Hanyu Jiao version of the language teaching materials to the Ministry's version now in uniform use, it can be seen that the Ministry's version of the language teaching materials, as opposed to the Hanyu Jiao version, takes up a larger and larger portion of the preparation of the outstanding cultural traditions. For example, there are 124 ancient poems in the ministry-edited version of the primary school language textbooks, 55 more than in the original Hanyu Tutorial version. From the above, it can be seen that China is paying more and more attention to traditional and excellent culture in education.

1.2. Policy Context

The terms "cultural self-confidence" and "cultural power" are inextricably linked, and the relationship between the two is one of promotion: the language teaching materials published in the 2018 edition of the Ministry of Education "pay attention to incorporating those articles that can fully reflect the core socialist values, especially the two traditions (Chinese excellent traditional culture and revolutionary traditional education) into the textbooks". In particular, the two traditions (excellent traditional Chinese culture and traditional revolutionary education) have been incorporated into the textbooks in the selection of articles, the arrangement of content, and the design of introductions and exercises, etc. Excellent traditional culture is the source of cultural self-confidence. General Secretary Xi Jinping also said, "The ancient poems and classics have been integrated into the bloodline of the Chinese nation and have become our genes. The things that pop up when we speak now were written down when we were young. We should learn the ancient poems and classics in language classes to pass on the excellent cultural traditions of the Chinese nation." The language curriculum is an important carrier for passing on the excellent traditional Chinese culture. In 2014, the Ministry of Education issued the Guidelines for Improving Education in the Excellent Traditional Chinese Culture, which called for the orderly promotion of education in the excellent traditional Chinese culture from the primary school stage, the systematic integration of education in the excellent traditional Chinese culture into curricula and teaching material systems, and the strengthening of the content of the excellent traditional Chinese culture in the construction of curricula and in the revision of curricular standards.

2. Necessity of Traditional Cultural Inheritance

2.1. Core Concepts of Traditional Culture

Nowadays, the competition among countries in the world

is fierce, especially for the "cultural soft power" is more competitive, the Chinese nation can shine on the world stage and has been to keep moving forward, it is in line with an old Chinese saying called "drink water and think of the source", the "source" is what we often say traditional excellent culture. The "source" is what we often call traditional culture. The author found that there are many kinds of traditional culture concepts in the outside world. The following is a detailed description of the connotation of traditional culture, the definition of excellent traditional culture, and the several aspects of excellent culture in the Ministry of Education's textbooks.

According to Mr Zhou Yuheng, traditional culture refers to "the traditional fine culture created by the Chinese people and their ancestors living in China and inherited and developed by the Chinese people for generations, with distinctive national characteristics, a long history, and profound and traditional connotations." [4] Not only Mr Zhou Yuheng has given such a definition for traditional culture, many scholars also have different views on the connotation of traditional culture. Through searching and integrating the relevant literature on "traditional culture", the author concludes that traditional culture refers to the traditional culture that has been handed down from the predecessors in many ways and has been tested in many aspects, and the content mainly includes language, writing, cultural texts and books. It includes language and writing, cultural texts, science and technology, literature and art, etc., which show the civilisation and spirit of a nation in various ways.

The relationship between the excellent traditional culture of the Chinese nation and the traditional culture of the Chinese nation is inclusive, and the excellent traditional culture of the Chinese nation is the good core part of the traditional culture of the Chinese nation. The author believes that the so-called Chinese excellent traditional culture refers to the culture that has played a positive role in the long history of the Chinese nation through the test of time, the elimination of practice, and the selection of history, and that still has a reasonable value for the present world. In short, it is an excellent culture that has had a positive influence on the past and the present. Throughout the ages, there have been many excellent traditional cultures that have supported the Chinese people, and have become the driving force behind the Chinese people's continuous growth and renewal. So what are the main traditional Chinese good culture? In this paper, the study mainly lies in the aspect of teaching materials, excellent culture such as couplets, calligraphy, ancient poems, fables and so on.

Education is an indispensable way of cultural inheritance and an important way to promote and innovate culture. The education of excellent traditional culture is conducive to the growth of students. The main research direction of this paper is the part of excellent traditional culture in the unified textbook, through the analysis of the content of excellent traditional culture in the unified textbook, it is concluded that the selected traditional culture teaching contents are: Chinese characters, ancient poems, fables, biographies, culture and art, folk customs, cultural knowledge and so on. Through the selection of traditional culture and the rational layout of the teaching book, students can always be inspired by the excellent traditional culture.

2.2. Language Curriculum and Chinese Excellent Traditional Culture

The language programme plays a particularly important role in inheriting and promoting the excellent traditional Chinese culture compared with other courses, and the 2022 edition of the language curriculum standard has clearer and deeper requirements for the excellent traditional Chinese culture in the language programme, which pays more attention to the promotion and inheritance of the excellent Chinese cultural traditions and the cultivation of students' language literacy, through which the excellent traditional Chinese culture reaches a long-lasting and widespread influence. culture to be everlasting and widely influential.

2.2.1. The Language Programme and the Inheritance of Excellent Traditional Chinese Culture

The basic feature of the language programme is the unity of instrumentality and humanity, and it is precisely because of this basic feature that language education has an irreplaceable advantage in passing on traditional culture. The language curriculum with the continuous development and evolution of time for the continuous updating of the requirements of students' language and cultural literacy, for students' language and cultural literacy also have higher requirements, in the compulsory stage of the language curriculum standards clearly put forward to comprehensively improve students' language and cultural literacy. The author believes that the improvement of language and cultural literacy is conducive to students' learning and mastering the basic connotations of relevant Chinese traditional culture and excellent traditional culture, cultivating students' interest in learning as well as improving their learning ability. For example, Li Lanfeng believes that traditional Chinese culture is a valuable heritage, while language education contains national emotions and thoughts, and passes on national culture and historical traditions. Therefore, it is all the more important to give full play to the role of the language curriculum in promoting the excellent traditional Chinese culture.

In summary, it can be concluded that the language programme and the inheritance of Chinese traditional culture is inseparable from each other, the language programme is an important carrier for the inheritance of outstanding culture, and by improving students' language and cultural literacy, it is conducive to the absorption and inheritance of Chinese culture, in the inheritance of Chinese culture at the same time let the students feel the beauty of the motherland, the depth of culture, the spirit of the abundance of the students by the traditional culture of the warmth of the culture, making the Chinese traditional culture to carry forward.

3. Presentation of Traditional Culture in Primary School Language Teaching Materials of the Ministry of Education

The unified textbook refers to the version of the textbook prescribed by the State for use everywhere, and the most widely used textbook at present is the ministerial version. Chinese culture is profound, rich in content and complex in type, which can be well reflected in the textbooks currently studied by students. In this paper, we take the primary school language textbooks of the Ministry of Education as an example to analyse the presentation of traditional culture in the Ministry of Education textbooks. In this paper, we will

study the presentation of excellent traditional culture in the primary school language textbooks of the Ministry of Primary Education from three aspects: the classification of traditional culture content in the primary school language textbooks of the Ministry of Primary Education, the overview of selected texts in the primary school language textbooks of the Ministry of Primary Education, and the specific analysis of the content composition of traditional culture in the primary school language textbooks of the Ministry of Primary Education.

3.1. Classification of Traditional Culture Content in Primary School Language Teaching Materials in the Ministry's Edition

Traditional culture is a broad concept, the Ministry of Primary School language teaching materials have a lot of traditional culture part of the content, there is no clear classification, so that teachers in the process of teaching will be for some cultural categorization error.

At the same time, traditional culture is also ambiguous, and different scholars define it differently. Mr Liu Shilin proposes that traditional culture should be "stratified" and "quantified". For example, Peng Juhua divided Chinese traditional culture into six aspects: Chinese language and writing, patriotism and revolutionary war traditions, literature and art, historical figures and events, tangible cultural heritage, and folklore and festivals. Shen Xiaomin divided Chinese traditional culture into six aspects: language and literature, art, education, science and technology, lifestyle, and customs. Zang Shuang and Hu Qian divide traditional culture into eight aspects: Chinese language and writing culture, traditional literature and culture, traditional history and culture, traditional art and culture, traditional folklore and culture, traditional science and technology culture, traditional religion and culture, and traditional imagery culture. The author in reading and research found that most scholars will be part of the textbook of the traditional culture of the type of six aspects, but also divided into eight aspects, but in general, the type of aspects are divided into a detailed analysis of traditional culture, some scholars believe that different types of culture can not be classified together, belonging to a different type, but the research in this paper is based on primary school language However, the research in this paper is based on the textbook of primary school language, and the textbook also has different percentages of different types of traditional culture, for example, the proportion of ancient poems is the largest in the textbook, and the proportion of traditional science and technology is smaller. Through reading the classification of traditional culture by various scholars and the proportion of articles in the textbooks based on the Ministry of Primary Languages, the author concludes that the main types of traditional culture are as follows: Chinese language and writing, classical literature and culture, traditional art and culture, folk customs and traditions, traditional science and technology, and excellent history and culture in the following six aspects.

3.2. Weighting of Traditional Culture Selections in Primary School Language Teaching Materials of the Ministry's Version

In 2019, the Ministry of Primary School Language textbook came into the classroom of primary and secondary schools, and the Ministry of Primary School Language textbook was intentionally inserted into the core socialist values, making the cultivation of moral education as the cultivation goal of students, and using excellent socialist ideology with Chinese characteristics to provide students with a comprehensive enlightenment teaching. At the same time, the textbooks of the Ministry's compiled edition have greatly increased the content of traditional culture in the selection of texts, following the characteristics of ideological education and beautiful writing, which is favourable to students' acceptance.

In terms of arranging traditional culture, the textbook integrates traditional culture into the text, literacy, language garden, happy reading, reading with adults, unit introduction, comprehensive practical activities, and day-to-day accumulation and so on, reflecting the characteristics of integrating and strengthening together as a whole. This is conducive to bringing socialist core values into students' daily learning, and bringing excellent traditional culture into students' lives through the use of various parts of the teaching materials, giving students a subtle influence and having the effect of spring rain on things.

Chinese language and culture and classical literature culture have the heaviest share, and the others are less. It can be obtained that when researching the teaching strategies of traditional culture can focus on these types to start a focused analysis and research.

4. Teaching Strategies for the Infiltration of Traditional Culture in the Textbooks of the Ministry of Languages

The language classroom is the backbone of traditional culture transmission, and excellent teaching strategies are the main weapons for traditional culture teaching. There are many teaching strategies about traditional culture permeating the textbooks of the Ministry of Languages, and this paper will mainly talk about the core concept of teaching strategies, the problems about traditional culture teaching in language curriculum and the teaching reflection from three aspects.

4.1. Core Concepts of Teaching Strategies

Teaching strategy refers to the methods of teaching that a teacher chooses in the process of teaching in order to achieve a certain teaching goal, according to the age characteristics and physical and mental development of the students as well as their daily performance, and according to the type of teaching subject, such as lecture method, discussion method, discovery method, experimental method, practice method, visual demonstration method, reading guide method and so on. In short, teaching strategies are methods used to achieve teaching objectives.

The teaching of traditional culture in primary schools often adopts a simple lecture method, and the teaching of traditional culture often pays attention to the explicit curriculum of traditional culture, and often neglects the influence of the implicit curriculum on the teaching of traditional culture.

4.2. Problems of Teaching Traditional Culture in the Primary School Language Teaching Materials of the Ministry of Education

Through reading the literature of related scholars and the author's own experience in primary school apprenticeship and

related internships, the author summarises some of the several problems in teaching traditional culture in primary school language according to his own experience and integrating scholars' views.

4.2.1. Teachers' Lack of Systematic Knowledge of the Traditional Culture Component

The author read a large amount of literature before writing the article, and found that after the Ministry of Textbooks entered the compulsory education stage after 2019, many primary school teachers lacked a systematic understanding of the traditional culture part of the Ministry's textbooks for various reasons. During the author's primary school apprenticeship, conversations with frontline teachers also revealed that frontline teachers have a lack of understanding of traditional culture, and they still hold stereotypical views of traditional culture teaching, which cannot be combined with real-time.

Firstly, teachers do not have a clear understanding of the definition of traditional culture, which is a broader concept, especially in the textbooks, which are divided into six main types, and there are also implicit parts, such as traditional virtues and ideology and morality, which are embedded in the textbooks. Without a clear understanding of the concept of traditional culture, teachers are unable to clearly identify traditional culture in the textbook, and naturally their teaching is not focused, and teaching strategies related to traditional culture are not sufficient or do not match the teaching of traditional culture properly.

Secondly, teachers do not have enough understanding of the connotation of traditional culture in the selection, such as the teaching of ancient poetry, did not realize that the proportion of ancient poetry increased, the type of more comprehensive for the adjustment of the teaching aspect. In the teaching of ancient poetry only focuses on reading and writing and understanding of the relevant author's ideas, no in-depth study of the national cultural characteristics, the teaching of students only stays in the study of the meaning of the poem, and the link between the writing aspect, or the ideological concept of exam-oriented education, making the teaching of traditional culture boring, do not get a good teaching effect.

Finally, teachers have neglected to match the illustrations in the Ministry's textbooks. One of the major changes in the Ministry's textbooks is the change in the illustrations of the textbooks. Particularly in the matching of texts and pictures, the textbooks have been strengthening this part, with corresponding stroke order diagrams in the literacy section, corresponding ink drawings in the ancient poems section, and vivid character diagrams in the historical figures section. However, when I took language classes during my primary school apprenticeship, I found that some teachers were still using the illustrations of the old Humanistic Teaching Edition for their courseware, which did not give full play to the excellent aspects of the Ministry's teaching materials, and made the effect of students' learning of traditional culture greatly reduced.

4.2.2. Teachers' Single Method of Teaching the Traditional Culture Component

In the teaching of traditional culture, teachers have not corrected and adjusted their teaching methods according to the new situation, and they still use the original single method of teaching, which is to practise pronunciation before reciting, and finally to teach the author's thoughts and feelings. For example, when teaching students ancient poems, the first pronunciation of the teaching, for the students' thoughts and views did not pay too much attention to the teaching method of a single, in the active and inattentive primary school students stage is not very suitable, is not conducive to the students to absorb the relevant knowledge. During the author's internship, I found the following reasons.

First of all, the comprehensive content of the teacher's book, the teacher's book is teaching in the teaching process of reference books, with the development of the network and the convenience of the preparation of information now, teachers have convenient conditions to obtain the appropriate teaching resources, and too comprehensive teaching materials teacher's book, but also makes some teachers for the teacher's book to carry out a copy-and-paste type of teaching, with the teacher's book written in a uniform way to teach different children is not conducive to the teaching of children with different personalities. The use of a uniform methodology to teach different children is not conducive to the teaching of children with different personalities.

Secondly, the pressure of exam-oriented education, exam-oriented education and the arrangement of students' class time make language teachers neglect the teaching of traditional culture. In my conversations with front-line language teachers, I have found that traditional culture has been added to the textbooks of the Ministry of Education and that traditional culture is examined in the examinations. Teachers want to instil traditional culture in their students in the most effective and convenient way, thus neglecting the teaching methods and students' interests and hobbies, just for the sake of students' academic performance.

To sum up, teachers have a single teaching method for the traditional culture part, and need to adapt to the characteristics of students to use different teaching methods, so that students become the main body of the classroom.

4.2.3. Limitations of Language Classroom Teaching for Transmission of Excellent Culture

The traditional classroom time in primary and secondary schools is only 45 minutes, which is in line with the transformation of students' attention and improvement of learning efficiency, but there are still limitations for the transmission of traditional culture although the language classroom is the main force. The author found through talking with teachers that the lack of classroom time has a great impact on the output of knowledge, and front-line teachers usually ask students to do preparation work about the class before class, but the students' ability and learning level are all different, which makes the teaching effect varied.

Although the language classroom is the mainstay of the transmission of good culture, it has little time, large classes are insufficient for the education of individual students and the pressure of exam-oriented education. The language classroom has limitations for passing on culture, and it can only pass on a certain amount of excellent traditional culture to students in a limited time and in a limited way. As the language curriculum is limited in what it can pass on, it still needs the efforts and refuelling of all parties. For example, schools should actively organise activities on traditional culture, parents and students should work together to experience traditional culture, and society should provide a good atmosphere for passing on culture.

The language programme for the transmission of culture is limited, it is limited so more need to pay attention to, to change, using a variety of channels to pass on our excellent traditional culture.

4.3. Reflections on the Teaching of Traditional Culture in Primary School Language Teaching Materials of the Ministry of Education

This paper reflects on the teaching of traditional culture, teachers should improve their own cultural literacy and adopt diversified teaching methods, parents should set an example and play a role model to bring students to understand traditional Chinese culture, and the society should actively build a social atmosphere focusing on traditional culture and spreading excellent culture.

4.3.1. Teachers Need to Improve Their Cultural Literacy

The new curriculum requires that teachers "should study the textbooks carefully, correctly understand and grasp the content of the textbooks, and use the textbooks creatively." This is a higher requirement for teachers themselves, to try to adapt to the needs of curriculum reform, set up the concept of lifelong learning education, continue to update the concept of learning, enrich their own knowledge, and improve their own cultural literacy. They should read books carefully, study textbooks meticulously, and strengthen the instruction and guidance of students in the cooperation of equal dialogue with them, so as to achieve the mutual benefit of teaching and learning.

First of all, teachers should conduct in-depth research on the teaching materials of the Ministry of Education and related materials. Only when teachers have a good grasp of the texts in the teaching materials, a deep understanding of traditional culture and a great deal of research on related cultural knowledge can they have appropriate teaching content output when educating students, and be able to teach traditional culture with ease, and have a wide range of knowledge to teach the students. Students.

Secondly, teachers should establish the concept of continuous learning in normal times. Knowledge is a process of continuous updating and development, and the requirements of the teaching profession for teachers are continuous learning, continuous thinking, and continuous self-improvement, especially for language teachers, who need to have a deep cultural reserve in order to use teaching materials in an innovative way.

Lastly, the improvement of teachers' cultural literacy depends mainly on their own efforts, as well as on meetings held in schools and activities organised by the community on teachers' professional literacy. The improvement of teachers' cultural literacy is not only beneficial to their own abilities, but also to the teaching of their students.

4.3.2. Teachers Should Use Diverse Teaching Methods

Teachers in the use of teaching methods, do not just use the lecture method, can be based on different teaching content using different teaching methods. Although the lecture method in certain aspects can teach students knowledge, but primary grade students for learning above the lack of attention, lack of interest and so on to cause us to pay attention to, to change the single teaching method.

The author in the process of apprenticeship, have the honour to listen to an excellent language teacher to speak the second grade text "waiting for the rabbit" this text, this text the teacher divided the article into two lessons, the first lesson first traditional teaching, so that the students for the text of the vocabulary have a certain understanding, the second lesson time will bring the students to the school's lawn, move a stake, students are invited to role-playing! In the second lesson, the students were taken to the school lawn and brought to a stake, where they were asked to act out the roles, and after doing so, they were asked to express their feelings and thoughts. The teacher asked the students to form a circle after they had played several roles and asked the players to talk about their feelings and the onlookers to talk about their views. The students were very positive and had different views on the fable, and the teacher did not give standard answers, but allowed the students to speak freely and express their own views. The teacher used the school's lawn to give the students a lively, practical lesson, which helped to attract students' attention and stimulate positive thinking about the issue.

Teachers can create a relaxed and happy learning environment for students according to the existing teaching conditions and facilities.

4.3.3. Teaching and Learning in the Context of Life, Focusing on Practical Activities

So that students learn with interest and the teaching content can be better absorbed, the teaching content should be combined with practical life, but also focus on practical activities, more extracurricular activities about traditional culture.

First of all, the teaching content should be combined with life, for example, the Ministry of Education textbook language of the third grade next book of the "invention of paper", there are many places in the teaching can be linked with the students' real life, such as the textbooks being used in the paper, in the classroom to show the different types of paper, the teacher with the demonstration method to demonstrate to the students to show the production of paper, and then teach the students about the history of the invention of paper, etc., so that the students can feel the paper in their lives. In order to make the students feel the paper in life, the teacher will look for examples of paper in life and integrate the teaching content into life, so that the students can feel the shadow of education in every moment of life, and feel the excellent traditional Chinese culture in life.

Secondly, teaching activities should focus on practical activities, and parents and teachers should communicate with each other more often. For example, when learning about traditional festivals and cultures, teachers communicate with parents, and in the Chinese New Year is to take their children to feel the taste of the New Year, make dumplings, set firecrackers and pay New Year's greetings together, and so on. During the Dragon Boat Festival, parents can take their children to watch dragon boats and eat rice dumplings. During the Mid-Autumn Festival, they can go to enjoy the moon together and eat mooncakes, and so on. These teachers may not be able to do in school, but now the communication is convenient, teachers can communicate with parents or through the form of practical assignments to make students feel the traditional culture, in some ways also make up for the language curriculum for the inheritance of traditional culture. In the Ministry of Education's textbook, there is a section "Reading with Adults" in the Language Garden of the first book of the first grade, but the application of this section is not in place, and parents and students don't make use of this content to learn together. This is also something we should pay attention to.

4.3.4. Creating a Favourable Atmosphere for Implicit Education

Direct classroom education is important for students, but so is implicit education, which creates a favourable atmosphere and a place for the dissemination of traditional culture. But

this requires not only the efforts of teachers but also the support of society.

In schools, cultural corridors are created to display outstanding traditional culture, traditional culture libraries are created to provide books on traditional culture, relevant extracurricular activities are actively carried out to enable students to experience the charm of traditional culture together, and research studies are actively conducted to experience the beauty of culture in the field.

In terms of parents, parents, in a sense, are the teachers of the students, the same parents should create a cultural corner in the family, set a good example, a good role model, and bring also in to feel the excellent traditional Chinese culture.

In the social aspect, the network, actively spread the excellent traditional Chinese culture, environment, create a good communication environment, the use of social resources, for the inheritance of excellent culture to do a part, for students to create a cultural atmosphere, so that the excellent traditional programmes shine, such as "Pear Garden Spring" dissemination of theatre culture, "Wulin Feng" dissemination of Chinese martial arts, "Chinese Character Heroes" for the inheritance of the Chinese language and writing, and so on.

5. Conclusion

"Cultural strength" is inseparable from "cultural confidence", "cultural confidence" is inseparable from the excellent traditional Chinese culture. Language courses as the main force of cultural heritage, but also the responsibility of building a strong cultural country, with the issuance of the 2017 Ministry of Textbooks, people are paying more and more attention to cultural heritage, teachers are indispensable for the inheritance of excellent traditional Chinese culture. Combined with the author's own internship experience, this paper mainly analyses the content of traditional culture in the primary school language textbook, and summarizes the problems of traditional culture in teachers' teaching as well as their thinking about the improvement of the problem.

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