

Research on the Application of Three-Line Spiritual Resources in Striving Spirit Education from the Perspective of Educational Narrative

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Abstract: Educational narrative method is a lively and interesting teaching method. The use of educational narrative method can put students in the center of the class, guide students to form positive thinking and emotions in the way of narrative description, and achieve the teaching objectives of the course. The third-line construction is a great strategy in the process of China's industrial construction from the 1960s to the 1980s, and the Third-line spiritual resources are the organic whole of all the material and spiritual products produced in the Third-line construction, including rich historical story materials, and are effective educational narrative resources. Based on the educational narrative perspective, the use of Third-line spiritual resources in the school struggle spirit education can promote the rich development of classroom teaching and help moral education to cultivate people.

Keywords: Educational Narrative Method; Third-line Spiritual Resources; The Spirit of Struggle; School Education.

1. The Definition of Educational Narrative

Educational narration is a teaching method in which narrators set certain situations based on the educational needs and tell the real and situational events to the educatees, so as to achieve certain educational goals.

In terms of the content of educational narrative, we should pay attention to the function of educational narrative method, which should not be simply regarded as telling stories in the classroom, but based on the educational purpose, teaching content and students' acceptance ability, select appropriate narrative materials, combine the truth conveyed by the educator with the story situation, and create the story situation vividly through the educator to tell the story content. Guide students to have a certain incentive, reflection and other educational functions.

In the main body of educational narrative, it can be both teachers and students. It is an important principle of today's quality education to pay attention to the main role of students. Under the guidance of teachers, students can independently choose appropriate educational narrative materials to tell, which can present innovative content that is more in line with students' psychology, strengthen students' classroom experience and enhance students' sense of gain.

In the evaluation of educational narrative, it is necessary to take whether students have gained something as the standard, not only to see whether the knowledge goal is fulfilled, but also to pay attention to the emotional experience and sublimation of students, cultivate students' good moral character and shape students' excellent personality as the evaluation standard, so that educational narrative can play a long-term effect.

The use of educational narration can play a role in the process of education, vividly and naturally convey the content of education to the educatees, enhance the educatees' autonomous experience, and play the value of cultivating the educatees' knowledge and emotion.

2. Overview of Third-line Spiritual Resources

Third-line spiritual resources refer to the organic whole of all material and spiritual products produced on the basis of the implementation, transformation and rejuvenation of the Third-line construction strategy (1960s-1980s) under the background of socialist construction led by the Communist Party of China[1], which can be specifically divided into material resources, spiritual resources and network resources. It has the characteristics of sociality, versatility, openness and so on, and also has the unique character of people, vividness and regionality, and can play a unique and significant value in economy, culture, education and other aspects.

Third-line spiritual resources have various and abundant material carriers. With the progress of the national strategy, the Third-line construction gradually came to an end, most of the third-line construction units experienced transfer or abandonment, and the Third-line construction sites were forgotten deep in the mountains. With the gradual rise of research on the Third-line construction, the Third-line construction sites are revived. The use of sites to build cultural tourism towns, the construction of third-line construction exhibition halls and the construction of memorials have collected, integrated and preserved a large number of material relics such as tools, instruments, photos and letters from the Third-line construction period, providing material carriers for the spread of the Third-line spirit, which is the most vivid presentation of Third-line spiritual resources.

Three-line spirit is the core of the Three-line spiritual resources, and it is the soul of the material produced by all practices and practices. The connotation of the three-line spirit is hard work, selfless dedication, unity and cooperation, and the courage to innovate, which is the national spirit and the spirit of struggle vigorously promoted in the new era.

Network resources are generated on the basis of the rapid development of Internet new media. Third-line spiritual resources have been efficiently disseminated and diversified

through the Internet, providing more opportunities for the development and application of Third-line spiritual resources. The short video platform provides a huge flow for telling good third-line stories and spreading Third-line culture. By displaying industrial heritage relics, creative works of art and stories of Third-line builders through videos and pictures, it can help the public to contact and understand the history of Third-line construction in a short time, which complies with the fast-paced and fragmented information receiving mode of the current era. Combined with the support of mainstream media, it can effectively promote the history of Third-line construction. Film and television works have also produced a huge impetus for the promotion of the history of Third-line construction.

3. The Narrative Application of Third-Line Spiritual Resources in Struggle Spirit Education

In the excellent traditional Chinese culture, struggle is an important value orientation. Today, the Chinese people also firmly believe that "a better life is a struggle." Third-line spiritual resources are rich in connotation and diverse carriers, which are vivid educational narrative materials, and can effectively attract students' interest in teaching.

For example, through the Three-line construction story, students can experience the profound connotation of the spirit of struggle. In the use of educational narrative, we can take a short story titled "Go to the grassroots • Home is Home: Third-line builders move three times for 45 years to stick to the national conditions of the home"[2] in the CCTV news broadcast on September 7, 2014 as an example, and feel the core of the spirit of struggle through the story of third-line builders Geng Jian.

The teacher first narrated: "In 1969, Geng Jian and her husband Li Feng received orders to go to the Third-line construction unit in Sichuan, and they embarked on the road to leave home without hesitation. Before coming to Sichuan, Geng's family lived in a house with hot water and a toilet. After arriving in Sichuan, the family had to go up the mountain to collect wood and carry water from the river. In an industrial unit where tens of thousands of people worked, life is very difficult." Through the strong contrast in the narrative, the situation is set up to guide the students to feel the entrepreneurial difficulties in the beginning of the third-line construction. Then, teachers should ask, "So, what sustains third-line builders like Geng Jian to work and live in difficult conditions?" Students can experience and summarize the hero's strong patriotic feelings and the fighting spirit generated by patriotic feelings through narrative materials. On this basis, teachers can guide and summarize: "The third-line builders have created unprecedented achievements, and also deeply implanted the striving pursuit of life into the cultural heritage of contemporary China, enriching the core values of socialism." Thus, the process of educational narration is perfect, the effect is prominent, and the goal of teaching is successfully realized.

Whether the narrative use of third-line spiritual resources

in struggle spirit education is effective needs to test whether students understand the meaning conveyed by teachers and materials in the use of resources; Whether you can dissect material and deepen your own understanding; Is it possible to abstract the content through knowledge, pictures, text, video and other contents, improve the activity experience, exercise the ability of analysis and evaluation, sublimate one's emotional experience and generate a positive sense of motivation, so as to gradually establish a world view, outlook on life and values with faith, thought, dignity and responsibility. In order to provide spiritual incentives for the growth of students, encourage students to understand themselves in practice, dialectically evaluate, and constantly improve their comprehensive ability in pioneering and innovation, to become able to adapt to society, lifelong development, worthy of their own, worthy of The Times, worthy of the country.

4. Summary

Third line builders, when facing heavy responsibilities, adopt an attitude of "making up their minds, not afraid of sacrifice, overcoming all difficulties, and striving for victory" and actively engage in national construction, wholeheartedly seeking development, demonstrating a strong spirit of struggle and playing a strong guiding role for the educated. Integrating the spiritual resources of the third line into the education of the spirit of struggle through educational narrative methods helps students understand the history and significance of China's construction, and gain a deeper understanding of the great contributions made by the third line builders to the people. This enables them to consciously form a down-to-earth, determined to fight, and defend their country, and contribute to the country.

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