

An analysis of the paths for integrating excellent local traditional culture into education at all school stages

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Abstract. With the deepening understanding of the importance of education on fine traditional Chinese culture, the state has been paying increasing attention to it. Education on fine traditional culture has been elevated to a national education policy, entering a new stage of institutionalized guarantee. However, the current implementation of local traditional culture education faces difficulties to varying degrees in content selection, curriculum construction, educational objectives, teaching methods, and teacher development. The study holds that it is necessary to strengthen the promotion strategies for excellent traditional culture, further unify understanding, conduct proper selection, carry out precise training, implement pilot practices, and promote multi-party collaboration. At the primary school stage, improve the cultivation mechanism integrating curriculum, practice, and culture; at the middle school stage, construct a regional characteristic "excellent traditional culture research" curriculum cluster; at the university stage, form a complete educational system for excellent local traditional culture, so as to effectively promote the integration of local traditional culture education into primary, middle, and university education.

Keywords: excellent traditional culture, local culture, all school stages, promotion strategies and paths

1. Introduction

1.1. The era significance of carrying out education on excellent local traditional culture

General Secretary Xi Jinping pointed out that "cultural confidence is a more fundamental, broader, and deeper confidence, and a more basic, deeper, and more enduring strength. Strengthening cultural confidence is a major issue related to the rise and fall of the nation, cultural security, and the independence of the national spirit." [1] Fine traditional Chinese culture embodies the deepest spiritual pursuits of the Chinese nation and is a rich source of nourishment for the continuous survival and development of the great Chinese nation. It is the foundation for the continuation of the Chinese nation's civilization, an important source for us to enhance the "Four Confidences" and carry out patriotic education, and a spiritual support for China to stay true to its original aspiration, not drift with the tide, and continuously realize the great rejuvenation of the Chinese nation in the unprecedented changes in the world in a century and the global cultural agitation.

Contemporary education has effectively disseminated modern knowledge in natural sciences, philosophy, social sciences, and humanities, and has been fully affirmed in cultivating batches of specialized talents. The education of excellent local traditional culture plays an important and irreplaceable role in stimulating people's patriotic feelings, cultivating their ideological sentiments, and enhancing national cultural identity. Excellent local teaching materials also have important value and far-reaching significance in talent growth and cultural inheritance. If we neglect the education of excellent traditional culture, do not pay attention to the popularization and application of excellent local culture, and do not strengthen management, problems such as the general studies textbooks in Hong Kong, history textbooks in Taiwan, and problematic textbooks in the mainland will reappear, leading to serious consequences such as poisoning young people and endangering social stability and economic development. Scholar Borgmann believes that the purpose of local education "is nothing but loving the group and dedicating oneself to the group. This love for the group, besides the family, is manifested in three basic forms: love for the native land (fundamental), love for the motherland and all mankind (derived)." [2] It can be seen that the educational significance of excellent local traditional culture is to enable students to have a certain understanding of the people, events, and things in the place where they live and grow, covering various aspects such as historical figures, traditional arts, and living environments, so that they can have a deeper sense of identity and love for their native land, thereby inspiring their willingness to improve the environment of their hometown and contribute to local development from the bottom of their hearts.

1.2. The current situation of promoting education on excellent traditional culture

With the deepening understanding of the importance of education on fine traditional Chinese culture, the state has been paying increasing attention to it, and the education sector has been carrying out work to inherit and promote excellent traditional culture for more than 30 years. Overviewing the national promotion of education on fine traditional Chinese culture over the past 30 years, it has mainly gone through three stages: In the 1990s, it was in a period of clear direction. For example, the Outline for Educational Reform and Development in China (1993) and other programmatic documents pointed out that education should inherit and carry forward the excellent history and cultural traditions of the Chinese nation; In the first 11 years of the 21st century, it was in a period of initial operation. The Outline for Implementing Education to Promote and Cultivate National Spirit in Primary and Middle Schools (2004), the National Cultural Development Plan Outline for the 11th Five-Year Plan Period (2006), etc., clarified the guiding ideology, implementation principles, and main contents of traditional culture education, and schools at all levels began to explore and carry out work one after another; After 2012, it entered a period of in-depth promotion. The report of the 18th National Congress of the Communist Party of China pointed out that "establishing morality and cultivating people is the fundamental task of education", and pointed out that the cultivation and practice of socialist core values require us to strengthen education on fine traditional Chinese culture, and only in this way can the fundamental task of establishing morality and cultivating people be implemented. The Ministry of Education organized a large number of experts to conduct research, reflect on the problems existing in the education of traditional Chinese culture in the past 30 years, and formulated detailed and specific strategies for improvement and promotion.

After General Secretary Xi Jinping's series of important speeches, the Ministry of Education issued a special interpretation of the Guidelines for Improving Education on Fine Traditional Chinese Culture in 2014. The Opinions on Implementing the Project for Inheriting and Developing Fine Traditional Chinese Culture issued in 2017 re-emphasized "integrating fine traditional Chinese culture into national education in an all-round way". The report of the 19th National Congress of the Communist Party of China in 2017 further profoundly revealed the far-reaching significance of excellent traditional culture for the country and the nation. The report of the 20th National Congress of the Communist Party of China in 2022 emphasized the need to inherit and carry forward fine traditional Chinese culture in combination with new era conditions, display the unique spiritual symbols of the Chinese nation, and better build the Chinese spirit, Chinese values, and Chinese strength. The Outline for Building an Educational Power (2024-2035) issued in 2025 also clearly put forward the need to strengthen cultural confidence. Education on excellent traditional culture will be promoted more systematically and in-depth, and all school stages should undertake the responsibility of inheriting and promoting excellent traditional culture. With the continuous introduction of national important policies on strengthening education on fine traditional Chinese culture, education on excellent traditional culture has been elevated to a national education policy, entering a new stage of institutionalized guarantee, and also putting forward more abundant and urgent era propositions for the in-depth promotion of excellent traditional culture education and the continuous improvement of educational quality.

2. Difficulties and blocking points in carrying out traditional culture education

In the current educational pattern, education on excellent traditional culture shoulders the responsibility of inheriting the national spirit and shaping cultural confidence, and its importance is self-evident. However, in the actual implementation process, many difficulties have seriously restricted the achievement of educational effects.

2.1. Content selection and curriculum construction

Traditional culture is vast and profound. When selecting content to be included in the education system, there is a lack of accurate and scientific standards, resulting in the selected content being either too superficial, only touching the surface, and difficult to show the cultural core; or too complicated, not fully considering students' cognitive level and teaching reality, causing excessive teaching burden [3]. The curriculum system construction lacks systematicness, and the content of traditional culture education between different school stages is not well connected, with disconnection and repetition, failing to form a progressive and spiral learning path. Taking poetry teaching as an example, the selection of poems in primary and middle schools fails to effectively relate to students' age and knowledge reserve, affecting the coherence of teaching [4].

2.2. Teaching methods and educational objectives

Current teaching relies too much on knowledge indoctrination, ignoring students' practical experience and emotional resonance. For example, in folk culture teaching, it only stays at theoretical explanation, and students lack the opportunity to personally participate in folk activities, unable to truly understand the charm of culture [5]. There is a utilitarian tendency in setting educational objectives, one-sidedly emphasizing the moral education function of traditional culture, using it as a tool to improve

students' morality, and ignoring the nourishment of culture itself for students' aesthetic, thinking, and innovative abilities, leading to students' resistance to traditional culture [6].

2.3. Teacher team construction

Most teachers have not received systematic and in-depth professional training in traditional culture during their normal education, with shortcomings in knowledge structure, insufficient ability to interpret traditional culture classics, and difficulty in accurately and profoundly explaining the essence of culture in teaching [7]. Some teachers have the willingness to improve, but are limited by the lack of training resources and single training forms, making it difficult to achieve substantial improvement in their traditional culture literacy, resulting in rigid teaching methods that cannot stimulate students' learning interest [8].

3. Strategies for promoting education on excellent traditional culture

3.1. Unifying understanding

Inheriting excellent traditional culture is of great significance for absorbing the wisdom of traditional culture, cultivating patriotic feelings, promoting socialist core values, and enhancing our cultural identity and national identity. Education on excellent traditional culture must be education based on the present and facing the future. Only with the guidance of national policies, the attention of local governments, and the concern of the people can the reform of excellent traditional culture education continue to advance in depth. The excellent traditional culture we need to inherit, especially those that are to be integrated into the national education system and directly affect the growth of young people, must be excellent contents that inspire the majority of young people to make progress. Only in this way can we draw a steady stream of spiritual strength from the inheritance of excellent traditional culture, which is sufficient to gather our common spirit, make traditional culture present a new form in contemporary China, not only create our cultural confidence, but also contribute to world civilization.

3.2. Correct selection

Correctly and carefully selecting appropriate content to be included in the local traditional culture education system of primary, middle, and universities is the premise and foundation for completing the "integrated, stage-specific, and orderly promotion" of traditional culture inheritance. Education on excellent local traditional culture needs to be based on the long-term, horizontally select content that conforms to socialist core values and the development trend of human civilization for primary, middle, and university local traditional culture education, and arrange them vertically according to lower primary school, upper primary school, junior high school, senior high school, and university stages. To enable students to understand the principles and enhance confidence through learning excellent local traditional culture, it is necessary to organize school and local expert teams in accordance with teaching laws and requirements, integrate the original works in terms of scientificity, politics, systematicness, standardization, and readability, highlight the theme, compress the scale, and extract the essence, so as to form local teaching materials suitable for patriotic education in schools at all stages, with patriotism education as the main line and based on the characteristics of students at different stages.

3.3. Precise training

Facing the heterogeneity of different types of teachers' attitudes and implementation difficulties towards excellent traditional culture teaching, unified centralized "supply-style" training is obviously not suitable for the current development status of traditional education, lacking professional guidance and cultivation for teachers' subject characteristics or cultural interests, and thus difficult to promote in-depth changes in teachers' own attitudes. It is necessary to carry out precise teacher training based on the heterogeneity of teachers. On the one hand, break the classification concept of modern disciplines. The training content should not only combine representative regional characteristic cultures such as urban development history, scholars' works, scenic spots and historical sites, and intangible cultural heritage, but also refine the spiritual core that highlights the local cultural inheritance for hundreds of years, improve the fragmented state of relevant teachers' existing knowledge reserves, and achieve an overall and systematic improvement in the cognition and identification of excellent local traditional culture. On the other hand, excellent local traditional culture is diverse and profound. While organizing teachers to acquire extensive knowledge, it is necessary to give play to their subjective initiative, rely on accurate evaluation and research, encourage teachers to further "have expertise" and "specialize in their own fields" according to their own interests or subject advantages, become specialized, professional, and expert talents in a certain field of local traditional culture, realize the rotation teaching of traditional culture education teachers in the city, and drive the growth of research teams and the construction of research laboratories in related cultural fields from point to area.

3.4. Pilot practice

At this stage, the issuance of documents such as the Guidelines for Improving Education on Fine Traditional Chinese Culture, the Opinions on Implementing the Project for Inheriting and Developing Fine Traditional Chinese Culture, and the Outline for Implementing Patriotic Education in the New Era has gradually made the reform of traditional Chinese culture education clearer in direction, scientific in formulation, and diversified in content. Whether the central policy documents can be well digested and implemented in the actual atmosphere of excellent traditional culture education in various regions, and form an education system that can be promoted and practiced nationwide, is still unclear. Therefore, it is necessary to strengthen the guidance and implementation of excellent traditional culture education policies, and enhance the guidance and operability of practical transformation. On the one hand, on the basis of the existing local excellent traditional culture education, compile more detailed and comprehensive implementation guidelines for excellent local traditional culture. On the other hand, pilot practices can be adopted to divide excellent local traditional culture into categories such as "ideological essence, traditional virtues, and cultural symbols", and explore teaching methods suitable for and accepted by different school stages according to students' age characteristics and cognitive levels, forming a traditional culture teaching model that gradually transitions from project-based to systematic and normalized. At the same time, it is necessary to strengthen research and learning from major regional cultural provinces, such as Sichuan's Bashu culture, Shandong's Confucian culture, Henan's Central Plains culture, and museology, and continuously pay attention to the vigorous development of policies and practices of excellent traditional culture education in various regions. On this basis, collect and sort out the examples of excellent local traditional culture education that have been carried out and are worth learning from, provide demonstrations and discussions, continuously reflect on the experience and shortcomings of pilot projects, and timely adjust and optimize the excellent traditional culture education and teaching plans, so as to improve the systematicness and operability of excellent local traditional culture education from point to area.

3.5. Multi-party collaboration

As a deep, complex, and highly comprehensive project involving multiple aspects and fields, to achieve effective results in traditional culture education, it is necessary to ensure the scientificity and rationality of its top-level design, carry out systematic reforms from an overall and forward-looking perspective, and improve various supporting measures. At the same time, it also requires that the path plans and models of local traditional culture education are operable, sustainable, replicable, promotable, and demonstrative, and finally use the reform of local traditional culture education as a fulcrum to leverage profound changes in the overall inheritance and innovation of traditional culture. To achieve the above two points, all stakeholders involved in traditional culture education need to collaborate and form a joint force under the guidance of a series of policies. First, within the education system, it is necessary to actively form a curriculum education system integrating primary, middle, and universities, and assemble and strengthen teams of experts, scholars, and teachers from different school stages for sorting out local cultural resources, interpreting traditional culture, constructing related disciplines, and compiling school-based teaching materials. Second, strengthen the soil of the traditional culture education mechanism with government top-level planning and guidance, social learning atmosphere creation, and school-family cooperation. Third, develop local museums, libraries, cultural centers, publishing houses, and other social public welfare organizations to the greatest extent, so as to carry out a variety of cultural activities, such as Chinese and foreign expositions, landscape tours, classic recitations, and etiquette exercises, so as to effectively spread excellent local traditional culture, conduct in-depth exchanges and research on it, actively create a good cultural atmosphere, make the atmosphere of books more strong, and finally continuously cultivate feelings for excellent local traditional culture imperceptibly. Pay attention to building and promoting the "library + academy" model to ensure the systematic and effective implementation of activities such as recitation and popularization of local classic culture, and inherit and carry forward traditional culture through modern libraries, integrating it into the daily life of the general public.

4. Conclusions and suggestions for promoting local traditional culture education

At present, primary and middle schools mainly adopt two methods to implement curriculum-based education on excellent traditional culture: one is a single curriculum model, that is, specially adding a traditional culture subject or related subjects; the other is a permeable curriculum model, mainly integrating traditional culture education content into the existing courses of the school. Each method has its own advantages. The first model forms specialized teaching materials and independent courses by scientifically and reasonably selecting and compiling the basic content of local traditional culture education, and carries out traditional culture education through independent teaching activities. Its advantage is that it enhances the professional image of traditional culture education, facilitates concentrated learning, and achieves remarkable results; the disadvantage is that in actual operation, every link from teaching material compilation, class hour arrangement, to teacher allocation and assessment evaluation is quite difficult and requires a team to complete. The advantage of the permeable curriculum model is that it does not need to set up separate courses or compile teaching materials, integrates traditional culture education into daily life, integrates the

content of local traditional culture education into various subjects, and displays it from different dimensions, so that students can better understand local traditional culture from the whole and multiple levels, continuously increase their interest in learning traditional culture, and change educational concepts. The disadvantage is that it is difficult to implement and requires the concentrated strength of the teaching and research office of a certain subject to carry out overall research and promotion; otherwise, relying solely on teachers themselves, due to the lack of their original knowledge accumulation, they often face the dilemma of not knowing where to start. How to permeate and in what way to permeate, although it does not involve the compilation of teaching materials, still cannot avoid the research and development of teaching content.

Due to the high attention paid by the state to traditional culture education in recent years, the proportion of traditional culture elements in primary and middle school teaching is constantly increasing. For example, Chinese teaching pays attention to ancient cultural common sense, music teaching introduces poetry recitation and singing, and art teaching guides students to learn traditional Chinese painting and calligraphy. In primary and middle school subjects, teachers of Chinese, history, physical education, and art undertake most of the teaching tasks of traditional culture education. In the exploration of the permeable curriculum model, traditional culture education radiates to most subjects, forming an overall promotion trend.

4.1. Primary school stage - integration of curriculum, practice, and culture

The path of education on excellent local traditional culture for primary schools is mainly carried out through three carriers: curriculum, daily practice cultivation, and campus culture infiltration. First, promote the curriculum-based of traditional culture. Divide the teaching content of traditional culture in primary school into spiritual level, knowledge level, and skill level. The curriculum content at the spiritual level is mainly about local traditional culture common sense and spiritual connotation, and is arranged in class meetings and moral education courses in the form of extended teaching; the curriculum content at the knowledge level is mainly about excerpts from local scholars' works and introductions to their life, carried out through daily three recitations to help students achieve the normalization and preliminary understanding of classic recitation; the curriculum content at the skill level is mainly about local celebrities' calligraphy, seal cutting, painting, and other art forms, promoted in the form of "after-school care programs" or interest clubs through menu-style teaching. At the same time, strengthen the subject penetration between the excellent local traditional culture curriculum modules, which can be achieved by excavating local traditional culture materials in various subject teaching, seizing various links of classroom teaching for organic penetration, or setting unit themes, selecting relevant local traditional culture materials, creating specific lesson types similar to subject comprehensive learning, and carrying out multi-level around the theme, so as to continuously improve students' interest and cognitive level in local traditional culture. Second, emphasize the daily cultivation of excellent traditional culture. Carry out festival-themed activities, take advantage of study tours and other opportunities to go out of the campus, and feel the charm of excellent local traditional culture and local folk customs in practical activities. Strengthen the creation of a traditional culture learning atmosphere inside and outside the campus, so that students can be nourished by local traditional culture in an imperceptible way, and enrich their daily traditional culture experience. Third, establish a scientific and reasonable "student-centered" evaluation system, evaluate from multiple dimensions such as students, teachers, and communities, assess knowledge mastery, action feedback, interest, habits, attitudes, and methods, emphasize "unity of knowledge and action" and "real growth", and promote the integration of students' cognition and action.

4.2. Middle school stage - regional characteristic "excellent traditional culture research" curriculum cluster

The path of education on excellent local traditional culture for middle schools: first, according to the learning characteristics of students at this stage, develop and promote a regional characteristic "excellent traditional culture research" curriculum cluster, offer self-developed local cultural and museum resource courses as electives, further consolidate the existing basic knowledge of traditional culture and preliminary perceptual knowledge, focus on cultivating independent learning ability, help students appreciate national culture and local culture, cultivate patriotic and hometown feelings, consciously establish morality and cultivate themselves, and enhance cultural identity. Second, not limited to classroom teaching, continuously expand the platforms and resources for extracurricular study and practical exploration, promote students' communication and common progress in learning local traditional culture by carrying out field investigation practices of excellent traditional culture, establishing "traditional culture" research-oriented clubs, and carrying out special lectures on excellent traditional culture in the campus, so as to continuously improve their ability to discover and study excellent local traditional culture outside the campus. Third, form a scientific evaluation system, evaluate from multiple dimensions such as students, teachers, and communities, focus on examining students' independent learning ability of excellent traditional culture and the formation of inquiry and study habits, and promote students to keenly perceive, refine and understand excellent local traditional culture and expand to a profound understanding of Chinese civilization.

4.3. University stage - complete educational system for excellent local traditional culture

Education on local traditional culture carried out in universities shoulders multiple functions, including social service, national education, political propaganda, and inheriting and developing "advanced knowledge", which is essentially different from education at other stages. Simple "curriculum-based" reform is difficult to have an impact on college students' study and life, and it is necessary to gradually form a complete educational system for excellent local traditional culture with academic research as the core, surrounding the teaching practice system, and developing into social service and cultural exchange.

First, give full play to the function of universities in inheriting and creating excellent local traditional culture, set up expert research teams on local cultural history, scholars' works, calligraphy and seal cutting, customs and arts, etc., and carry out the research, development, and compilation of school-based courses and teaching materials. Establish a local excellent traditional culture curriculum system throughout the four years of university, which includes various types of courses such as compulsory courses, elective courses, and practical courses. Second, carry out a variety of practical activities such as knowledge competitions, investigations and studies, and reading clubs with excellent traditional culture as the theme. Third, take the initiative to lead the social learning atmosphere of traditional culture, cultivate patriotic and hometown feelings, and serve the people. According to the key points of the education plan of the municipal Party committee and government, actively carry out relevant academic research, promote the transformation of academic achievements, and provide intellectual support for formulating policies and plans. Increase efforts in applying for and researching horizontal projects, and actively participate in projects organized by local governments or non-governmental organizations to spread traditional culture and protect folk cultural relics. Innovate ways of popular promotion and media communication with the times, comprehensively use micro-courses, MOOCs, live broadcasts, public accounts, etc., to build a platform for resource sharing with society, so that users inside and outside the campus can learn and understand knowledge about local excellent traditional culture through this platform. Pay attention to communication with domestic and foreign traditional culture research institutions, establish good cooperative relations with them, so as to effectively enhance the influence and popularity of local culture.

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