

Thoughts on Chinese Traditional Culture Education in Vocational Colleges under the Background of "The Belt and Road"

Li Huan
Chongqing City Vocational College
Chongqing, China 402160

Abstract: In the context of promoting the cultural construction of the "the Belt and Road", international Chinese language education plays an important role in spreading Chinese traditional culture. By investigating the understanding and attitude of overseas students from countries along the "the Belt and Road" towards Chinese culture and cultural courses, we summarized the problems and current situation faced by the dissemination of Chinese traditional culture and proposed targeted measures. Chinese traditional culture can be divided into excellent or not, and values are the core of culture. Although it is relatively stable, its advancement is not always the same. Inheriting advanced values is an inherent goal of traditional Chinese cultural education. It can start from the professional field or cultural category and enable students to learn and recognize excellent values based on curriculum.

Keywords: Chinese Traditional Culture, Vocational Colleges, the Belt and Road

1. INTRODUCTION

At present, various levels and colleges in China are offering courses on traditional Chinese culture to strengthen students' education in traditional culture, inherit and develop excellent Chinese culture, and cultivate students' traditional virtues. Vocational colleges keep up with the pace of the times, and under the premise of focusing on vocational skills courses, most of them offer traditional Chinese culture courses through public elective courses. Some also rely on majors to offer traditional culture courses in their respective fields.

However, some problems inevitably arise in this process, of which the best and the worst are both good and bad. Tradition is the most prominent problem, which is mainly reflected in the superficial and vulgar interpretation of traditional culture. Nonmainstream cultures such as wine culture, Snuff bottle culture, Jianghu culture, and three-inch lotus culture also appear in the classroom. Chinese traditional culture involves a wide range of contents. In addition to History of China's long history and long-time span, the contents of Chinese traditional culture are not only numerous and jumbled, but also essence and dross. At present, most traditional cultural textbooks for vocational colleges are based on ancient classic works, with academic content and teaching methods mainly focused on imparting knowledge, making it difficult to ensure the learning effectiveness of students.

How to truly apply what is learned and effectively guide the daily learning and life of vocational college students is still being explored in most vocational colleges. Anthropologist R. Linton divides the process of cultural dissemination into three stages: contact and manifestation stage, selection stage, and adoption and integration stage. We should grasp the critical period of international students' exposure to Chinese culture (the first stage of cultural dissemination) and promptly carry out the dissemination of traditional Chinese culture. The teaching team should establish comprehensive teaching resources, carry out cultural and educational planning, and allow students to experience a more comprehensive range of cultural types and smoothly integrate into Chinese culture. Tradition is a concept of time, which refers to the continuation

of the past in time, and this continuation has had a significant impact on today.

The literal meaning of culture is very simple, which is "based on culture". From a sociological perspective, culture is everywhere, and human existence is a cultural existence, or where there are people, there is culture. Culture can be divided into broad sense and narrow sense, that is, big culture and small culture. All conscious activities of human beings and the products they create can be called culture. This is a broad sense of culture, and the spiritual product of this is a narrow sense of culture. This also shows that only excellent teachers can truly have emotional identity and Cultural identity to Chinese traditional culture and can truly understand the value of Chinese traditional culture and impart one's own feelings and experiences to students with heart, so that students can achieve different learning outcomes.

In the Internet Age, information is growing explosively. Teaching resources are not lacking, but lack of screening and development. If teachers are weak, the spirit and value of Chinese traditional culture cannot be well developed. Off campus cultural inspection organized students to visit Yangjiabu Grand View Garden, Kite Museum, Shihu Garden, Qingzhou Ancient City, and other places to learn traditional culture and art such as handicrafts and ancient architecture. Cultural and sports activities include recitation competitions, literary and artistic performances, Chinese and foreign food festivals, and "Celebrating the Chinese New Year" activities. International students from the college have participated in the Chinese Classic Recitation Competition, breaking through the provincial competition, and entering the national competition, sparking a passion for understanding the Chinese spirit and culture. From a cultural perspective, no matter how broad the scope of culture may be.

2. THE PROPOSED METHODOLOGY

2.1 Accurately positioning traditional Chinese cultural education

No one can exist without culture, whether you are willing or not, and whether you like this culture or not, you exist in a

certain culture. This culture will leave a deep imprint on you, and this so-called "imprint" is mainly reflected in the value orientation. To improve the current situation of traditional cultural education in vocational colleges, it is necessary to start by changing the erroneous understanding of traditional cultural education. All teachers and students in vocational colleges, from school leaders to teachers and students, must re-establish a correct understanding of traditional cultural education. School leaders should lead by example, play a leading and exemplary role, and attach great importance to the role of traditional cultural education. As a teacher, we must persistently explore the value of traditional cultural education, further develop traditional cultural education resources, and exert its subtle educational influence.

Try Personal media teaching, such as setting up WeChat official account, making articles, videos, games, etc., to push the content of Chinese traditional culture to foreign students. Leveraging social institutions and groups to create cultural communication brands. Schools cooperate with enterprises, associations, and other organizations to carry out cultural activities through "traditional culture experience day" and other forms, inviting international students to participate and promoting people-to-people and cultural exchanges. In fact, it is not exaggerating, but emphasizing the important role of values in the process of economic development. The development or underdevelopment of a society's economy is not imposed by the outside world, but rather the choice of the society itself, and the core element of culture - values - determines the outcome of the choice.

Vocational colleges have already carried out a series of educational and teaching reforms in the field of vocational skills and have accumulated some experience in educational reform. Therefore, in the field of traditional cultural education, vocational colleges have certain strength and level of teaching reform. Therefore, traditional cultural education reform should be included in the construction plan of vocational colleges. Especially in the construction of the teaching staff, vocational colleges should attach great importance, change the previous forms of part-time and temporary employment, and carefully learn from the excellent practices of other colleges. In school classroom culture teaching is mainly based on hands-on experience, and includes questioning, discussion, and other links to improve students' cultural understanding ability. Strengthen intra school cooperation and allow Chinese and foreign students to enter each other's classrooms. For example, foreign students follow Chinese students to learn Chinese traditional songs and dances to stimulate their interest in Chinese literature and art. At the college level, an off campus cultural experience platform should be provided.

2.2 Reasonably selecting the content of cultural courses and activities

Advanced values will promote social development, while backward values will hinder social development. However, what is more complex than the question of whether the values in traditional culture are advanced or not is that there are almost no fixed and forever advanced values. In traditional Chinese values, the value orientation of "emphasizing agriculture and suppressing commerce", which originated during the Shang Yang period, promoted agricultural development, population growth, and national strength at that time. However, as society progressed, these values did not develop. Instead, they became a hindrance to economic development. Build a high-level teaching staff, continuously

tap into excellent traditional cultural materials, and develop traditional cultural education resources.

At the same time, provide training to existing teachers who undertake professional courses to cultivate their sense of identification and belonging to traditional Chinese culture, to permeate traditional culture into all aspects of professional teaching and ensure the effectiveness of traditional culture teaching reform. Chinese language teachers should strengthen their awareness of combining language and cultural teaching. Appropriate use of situational teaching methods to enable students to acquire knowledge, skills, and experiences. For example, when learning Chinese "daily greetings" communication culture, students are asked to perform the communication process of different roles in specific scenes. Familiar people can ask questions such as "Have you eaten yet" and "Where have you been" to deepen students' understanding of Chinese culture. Pay attention to extending cultural knowledge, such as when learning the expression of "date", introducing traditional holiday knowledge, setting holiday scenes, and allowing students to experience Chinese festivals.

He believes that Confucianism attaches great importance to the cultivation of a gentleman's character to adapt to the outside world and changes in the world. He believes that Chinese people, through good psychological regulation, have infinite patience, moderation, politeness, and can work tirelessly. But he also believes that such qualities cannot spontaneously generate capitalism because of a lack of competition. In modern global economic development, "competitive advantage" is the more important factor than "comparative advantage", such as labor force and geographical location. Chinese traditional culture is vast and profound, and when choosing teaching content, certain principles should be followed: firstly, it reflects the essence of Chinese traditional culture; secondly, it still exists in contemporary, social projects, or projects that have a significant impact on contemporary people's thinking patterns and lifestyles, The third is the unique culture of the region. weifang vocational college has selected paper cuttings, traditional Chinese painting, calligraphy, tea art, Peking Opera facial makeup, Taijiquan, traditional festivals, traditional food, traditional clothing, Weifang Intangible cultural heritage, etc. as the content of traditional culture communication.

Some teachers in vocational colleges who teach traditional culture have problems with a weak foundation of traditional cultural knowledge, incomplete knowledge system, and unclear identification of excellent traditional culture. Some teachers simply equate traditional culture education with history, spend too much time introducing historical events and outstanding figures, and ignore the infiltration of traditional festivals, folk customs, Folk art, etc. Some teachers overemphasize local traditional culture and cannot comprehensively consider and objectively evaluate the traditional culture of their own nation in the context of global multiculturalism, avoiding the shortcomings of traditional culture. Cultural teaching should not only focus on providing students with a superficial understanding, but also on enabling them to deeply learn and understand culture. Take the Tea culture class as an example. In addition to basic knowledge explanation and tea art operation, we should pay attention to the dissemination of Chinese cultural connotation.

3. CONCLUSION

The report of the 19th National Congress of the Communist Party of China officially proposed key concepts such as cultural revival and cultural power. China has included cultural rejuvenation as one of its national strategies, and the Ministry of Education has also issued relevant documents to guide the development of traditional cultural education. The importance of traditional Chinese culture is self-evident. However, there are currently some obstacles in the promotion of traditional cultural education in vocational colleges, mainly manifested in the marginalization of disciplines and the fragmentation and knowledge-based teaching content. In response to these phenomena, Chinese traditional cultural education in vocational colleges needs to distinguish between good and bad, and excellent values are the genes of Chinese culture. Therefore, it is necessary to take the learning of excellent values as a necessary goal of Chinese traditional cultural education, enable students to recognize excellent values in the learning of specific cultural phenomena, and then internalize and inherit excellent values.

4. REFERENCES

- [1] Chen Yinshan Reflections on Chinese Traditional Culture Education in Vocational Colleges under the Background of the "the Belt and Road Initiative" [J]. Huaxi: Literature and Art Education, 2020, 000 (022): P.1-2
- [2] Liu Xuemei, Li Weidong, Liang Yu, et al Practice and Reflection on the Development of China ASEAN Border Vocational Education Alliance in the Context of the "the Belt and Road" [J]. Vocational and Technical Education, 2017 (27): 4
- [3] Zhang Xin, Lin Yonggang, Kong Jing Research, and countermeasure analysis on the ability of international Chinese language education to spread Chinese traditional culture in the context of the "the Belt and Road" [J]. Science and Technology Vision, 2020. DOI: 10.19694/j.cnki.issn2095-2457.2020.20.47
- [4] Liu Yang Research on Education Approaches of Excellent Traditional Culture for College Students from the Perspective of the "the Belt and Road Initiative" [J]. Youth, 2018 (15): 1
- [5] Song Hailun. Reflections on the Construction of Teaching Staff of Chinese as a Foreign Language in Chinese Universities under the Background of the "the Belt and Road Initiative" [J]. Contemporary Education Practice and Teaching Research, 2019
- [6] Qilin Under the background of the "the Belt and Road", Chinese traditional culture is integrated into the new mode of ideological education for overseas students [J] [2023 07 10]
- [7] Lv Yan Research on the Strategies of Integrating Vocational English Teaching into Chinese Culture in the Context of the "the Belt and Road Initiative" [J]. Journal of Beijing City University, 2018, No.144 (02): 45-48. DOI: CNKI: SUN: HDZD. 0.2018-02-009
- [8] Zheng Ling. Research on Strategies for Integrating Traditional Chinese Culture into Higher Vocational English Education [J]. Decision Exploration (Central) (202102) [2023-07-10]
- [9] Wang Shuangzhi A Preliminary Study on the Penetration of Chinese Culture into English Teaching in Higher Vocational Colleges under the Background of the "the Belt and Road Initiative" [J]. Chinese Foreign Exchange, 2020, 027 (014): 49
- [10] Li Ronglu Research on the training path and strategy of Huafu talents in the context of the "the Belt and Road" [D]. Zhejiang University of Technology [July 10, 2003]. DOI: CNKI: CDMD: 2.1017.247116
- [11] Zhu Dalun. Analysis on the Necessity and Feasibility of Traditional Culture Education for Ethnic Minority College Students -- Based on the perspective of the "the Belt and Road" [J] 2019 (3). DOI: 10.18686/JYYJ.V1I3.2893
- [12] Chi Huili, Lv Changfang, Chen Fugang, et al. Promoting Traditional Culture and Innovating Moral Education Approaches: Reflections on Developing Excellent Traditional Chinese Culture Education in Vocational Colleges [J]. Modern Women: Theoretical Frontiers, 2014 (9): 3. DOI: CNKI: SUN: XDFN0.2014-09-025
- [13] Wang Fuliang, Jia Hongguo, Wang Zhen, et al. Exploring the Path of Integrating Chinese Excellent Traditional Culture into Ideological and Political Education in Vocational Colleges [J]. Talent, 2017 (10): 1. DOI: CNKI: SUN: CAI