

Excellent Traditional Culture Entering College Campus: Mechanism Innovation and Practical Strategies

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Abstract. In the context of the excellent traditional culture entering the campus, the inheritance education of traditional culture in vocational colleges is faced with the present situation of congenital deficiency and the lack of strength, which is embodied in the lack of attention and awareness of traditional culture. Taking a traffic vocational college which has implemented traditional culture education for many years as an exemplar, this paper probes into the mechanism innovation and practical strategy of excellent traditional culture in vocational colleges, so as to provide reference for the inheritance of traditional culture in vocational colleges.

1 Introduction

Chinese civilization has lasted for thousands of years and has a unique form and brilliant achievements. It is not only our spiritual hometown, but also the cornerstone of our future. In 2017, in the Opinions on the Implementation of the Project for the Inheritance and Development of Excellent Traditional Chinese Culture, as issued by the General Office of the CPC Central Committee and the General Office of the State Council, it is pointed out that colleges and universities should promote the establishment of compulsory courses in excellent traditional Chinese culture and strengthen the construction of disciplines related to traditional culture, and advocate the entry of culture into the campus, especially the excellent traditional culture into the campus. In recent years, schools at all levels throughout the country respond to the call of the national traditional culture into the campus in different ways, thus introducing the traditional culture into the school in the form of campus activities, classes, and so on. Vocational colleges have a unique learning situation and outstanding characteristics of the concept in running a college, so how to make the traditional culture “alive” in vocational colleges and realize the mechanism innovation and practical strategy of introducing traditional culture into the campus is still the main dilemma in the process of implementation.

2 Present situations of the entry of excellent traditional Chinese culture into vocational colleges

2.1 Lack of attention to traditional culture education in vocational colleges

In this era, in the face of employment pressure, vocational colleges, in order to enhance their competitiveness and expand their own living space, set the goal of talent training as “high-skilled applied talents.” This orientation is in line with the current trend of the times and appropriate benefits, but this formulation is easy to be misunderstood. Especially in the top-level design of schools, there is a contempt for humanistic quality education and traditional culture education. One of the more prominent phenomena is the evaluation and recruitment methods related to the professional development of teachers. For events at the same level, quality events are often one level lower than professional skills events. It has greatly frustrated the work enthusiasm of the quality teachers, who are already relatively weak. In addition, without the blessing of excellent traditional cultural accomplishment, the management of the school neglects the humanistic care and humanistic value orientation in the traditional culture, and tends to be overly harsh. The bureaucratic phenomenon in the student groups, which is often criticized, cannot but be said to have the shadow of school management.

2.2 Weak awareness of traditional culture in vocational college students

From the study, it is found that the awareness of traditional culture and inheritance of contemporary youth

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in China is still very weak, and the understanding of the value of traditional culture in the contemporary era is also insufficient. Influenced by the invasion of western culture, students are flocking to the carriers of western culture, such as festivals, film and television, and ideas, so that the nation has to promote the inheritance project of traditional Chinese culture from top to bottom. The knowledge accumulation of students in vocational colleges at the stage of basic education is not sufficient, and their contact with traditional culture is mostly the study of network fragmentation, even for the hot traditional cultural TV programs in recent years, such as “Poetry Talent Show” and “Poetry Seminar”, they have only heard of it but have little interest in paying attention to it. Unsystematic fragmented learning, the self-shielding of social media, and the lack of traditional culture education in schools, — these reasons make these young students lack systematic understanding and inheritance-awareness of traditional culture.

2.3 Congenital deficiency of traditional culture education in vocational colleges

Based on the development process and school orientation of vocational colleges, the strength of vocational colleges in traditional culture education is obviously insufficient. In recent years, with the vigorous promotion of quality education and the inheritance project of traditional culture, vocational colleges have made some improvements in this respect, recognizing the importance of humanistic quality education and traditional culture education. However, there are still some inherent deficiencies, the day after tomorrow lack of strength, mainly manifested in the following two aspects. First, the lack of teaching materials related to traditional culture education leads to the ambiguity of teaching content, the single way of evaluation and the unsatisfactory effect of traditional culture education. Second, the cultural education is not closely integrated with the development orientation of the college and professional disciplines, which results in the effect of weak digestion, absorption and application of students in learning, and the teacher teach only for the sake of teaching, thus making teaching more and more isolated and mechanized. There is no real “living” traditional culture.

3 Implementation of innovative mechanism and practical strategy of introducing excellent traditional culture into vocational colleges with some traffic vocational college as an example

3.1 Strengthening the curriculum arrangement of traditional culture and constructing a complete curriculum system

At present, most of the traditional culture courses in vocational colleges are carried out in the form of elective courses or specialized courses. The “Opinions on the Implementation of the Project of Inheriting and

Developing Excellent Traditional Chinese Culture” clearly requires colleges and universities to set up compulsory courses of excellent traditional Chinese culture. A traffic vocational college took the lead in setting up the public compulsory course of traditional culture, formulated the curriculum standard of traditional culture, and incorporated the curriculum into the talent training program, which provided the basic guarantee for the improvement of students’ traditional cultural literacy. At the same time, a variety of forms, rich in content of public elective courses, including a number of adoring courses, so as to enable students to make full use of fragmented time to study.

3.2 Developing referable college-based teaching materials in combination with the situation with college and learning

As the country pays more and more attention to traditional culture, at present, many colleges and universities throughout the country have set up courses on traditional Chinese culture. As teaching books for teachers and students in colleges and universities, teaching materials on traditional Chinese culture have also been published. However, almost all of these books are compiled for the general courses of traditional culture in undergraduate colleges. For vocational colleges, especially for vocational colleges with industry characteristics, there are very few teaching materials in line with the teaching characteristics of this series of colleges and students’ cognitive ability. This is both an opportunity and a challenge for vocational colleges. A traffic vocational college is based on the transportation industry and is committed to compiling traditional cultural teaching materials in line with the characteristics of transportation colleges and universities. On the basis of collecting the advantages of many families, the compiling group adopts the structure of subject unit and compiles the teaching materials according to the actual situation of talent training and teaching requirements, students’ professional learning and psychological characteristics in vocational colleges. The teaching material is divided into 12 units, respectively, benevolence and love, etiquette and music in the world, harmony but difference, deep affection in the hometown, praise of love, ingenuity, quintessence of Chinese art, literature, here in ‘China’ I Dwell, and so on. It covers many levels and aspects of traditional Chinese culture, such as philosophy, social concept, national spirit, humanities and art, trade skills, traffic culture, cultural exchange, historical development, and so on. Each unit is based on “reading appreciation”. Carefully choose the classical ancient prose that conforms to the theme, these articles have both substantial cultural connotation and elegant literary style, and have also set up many links, such as “hint”, “knowledge link”, “questions” and so on, in order to make up for the deficiency of the selected text. At the same time, it inspires students’ interest in discussion and practice.

In order to improve the students’ ability of language application, each unit of the textbook also includes the “Writing Communication” part, which introduces the

basic writing knowledge of the commonly used applied style, which is practical and usable. At the same time, it has a deep internal relationship with the corresponding unit theme. For example, the resume of job search in workplace documents is classified as "craftsman spirit", the advertising copy is classified as "essence of national art", and "letter from home" is classified as "deep love in the hometown" unit. Since ancient times, the tradition of "combination of knowledge and practice" embodies the characteristics of ancient Chinese writing theory and inherits the social function of writing. Practical writing carries the charm of Chinese traditional political culture and contains rich and colourful humanistic accomplishment and spirit. In the new era, with the tide of knowledge, information and globalization, practical writing, as an information carrier, has become an indispensable tool for people to communicate in their work, and has become an indispensable content for the improvement of personal professional and humanistic literacy. The textbook organically combines excellent traditional Chinese culture with practical writing, covers humanistic quality and spirit, and helps to enrich the students' traditional cultural knowledge and improve their cultural literacy, cultivate students' abilities in applied writing, analysis and judgement, language expression and aesthetics and so on, and eventually helps promote the national cultural belief of young students.

3.3 Reforming the evaluation standard of traditional culture course with the help of information platform

The evaluation standard of traditional culture curriculum mostly ends in the form of closed examination paper and final paper writing. It is true that this purely theoretical assessment method is helpful for students to remember more carefully and understand as a whole. However, for vocational college students who are not interested in learning, the effect of this assessment method is not good, which is not conducive to students' in-depth understanding and cultivation of traditional culture. The goal of traditional culture curriculum is for students to draw wisdom and nutrition from traditional culture, improve students' cultural literacy, and actively inherit and develop traditional culture. While actively carrying out the reform of school-based teaching materials, a traffic vocational college has made full use of the information platform to innovate and reform the traditional curriculum evaluation method and construct a developmental evaluation system, made full use of the test function of "classroom" to publish unit test questions in the teaching semester, so that students can consolidate their knowledge and improve their literacy in time after each unit study is completed, and issue paper writing near the end of the period. In this way, the teacher can know students' understanding of the course or personality. Through the reform of the examination mode, it focuses on the evaluation of the overall learning effect of the students within one semester, avoids the students' cram review before final examination, confirms the students' progress with the perspective of development, and helps

to promote the students' study and inheritance of the traditional culture. Besides, it also highlights the personality and all-round development of students.

3.4 Carrying out various on-campus traditional cultural activities and creating an atmosphere for learning traditional culture

Campus cultural activities are the "second classroom" of the school. To let traditional culture enter the campus, it is necessary to make full use of the rich and colourful cultural activities inside and outside the school, such as college students' cultural and artistic festivals, community activities, competitions and other teaching methods. By this means, college students fully feel the atmosphere of traditional culture in participating in cultural activities inside and outside the school, and form the brand-awareness from traditional cultural activities. For example, the traffic vocational college has held classical reading activities for many years, and selected outstanding contestants to participate in classic reading events at or above the municipal and provincial levels. Classic reading has become popular in various departments and has become a brand of school classic activities. In addition, every year the college undertakes or participates in the municipal "Chinese Learning Talents" competition activities, so as to promote learning and teaching and enhance the vitality of traditional culture education through the cultural events.

On the basis of years of traditional cultural education, the school was awarded by the Confucius Foundation to create a Confucius school. On the platform of the Confucius School, a number of traditional cultural associations have been established, such as the Confucian Cultural Association, the Traditional Chinese Culture Research Society, the Confucius Volunteer Association, and so on, and a large number of students interested in traditional culture have been accumulated. Through carrying out a series of community activities, traditional culture lectures, practical studies and so on, we have effectively expanded the group and influence of excellent traditional culture into the campus, and actively created a strong atmosphere of campus traditional culture.

4. Conclusion

At present, excellent traditional culture into the campus is in the ascendant. For vocational colleges, on the road of excellent traditional culture education, we still need to explore more flexible and diverse practical strategies in line with the characteristics of vocational colleges and universities in order to construct innovation mechanism, and study the ideology, humanistic spirit and moral norms contained in the excellent traditional Chinese culture, inherit and carry forward the excellent traditional culture, and let the Chinese culture show the permanent charm and spirit of the times. This is the glorious mission and unshakable responsibility of vocational colleges.

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