Research on the Teaching Path of Integrating Excellent Traditional Chinese Culture into the Course of "Spoken Language for Preschool Teachers"

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Abstract. Teaching in universities should not only meet the development needs of students' professional skills, but also focus on imparting classroom ideological and political elements. As the core course of preschool education, "Spoken Language for Preschool Teachers" aims to deeply explore the connotation of traditional Chinese culture, strengthen the power, consolidate the platform, and innovate the mode of education, lead students to inherit the Chinese spirit. On the basis of analyzing the characteristics of the course "Spoken Language for Preschool Teachers", this article proposes specific construction plans and implementation strategies.

1. Introduction
China has a long history and a profound traditional culture. Throughout its long history of development, the traditional spirit of seeking common ground while preserving differences, embracing diversity, combining kindness and perseverance has been passed down from generation to generation, integrating into the blood of the descendants of the Chinese people and influencing the spiritual life of the Chinese nation[1]. The Chinese people attach importance to collectivism, individual roles and contributions in a collective, ethics, and kinship. However, the West pays more attention to individualism than collective consciousness, pays more attention to personal charm, personal gains and losses, and believes that a person's success depends on his or her achievements.

In universities, the ideological value system of college students is in the growth stage and tends to mature[2]. On the one hand, they are influenced by the infiltration of traditional Chinese Confucian culture, and on the other hand, they are exposed to cutting-edge knowledge and new information from both domestic and international sources. Their cognitive structure exhibits characteristics of openness and diversity. The rich information has broadened their horizons, enabling college students to objectively understand the world from multiple perspectives, but at the same time, it can also blur their values, ideals, and beliefs, leading to self-loss. The strong collision of values between the East and the West has led to the phenomenon of some college students to doubt traditional Chinese values. Individualism has emerged, prioritizing individuals over the collective, valuing individual gains and losses, disregarding collective interests, and even harming collective and national interests for personal gain have occurred from time to time[3].

2. Characteristics of the Course "Spoken Language for Preschool Teachers"

Under the background of ideological and political education, the development of ideological and political courses is coordinated with professional courses. According to the specific requirements of the "Guidelines for Kindergarten Education" and the "Guidelines for the Learning and Development of Children Aged 3-6", combined with the characteristics of preschool education and the learning reality of vocational college normal students, the "Spoken Language for Preschool Teachers" course reflects the following characteristics:

2.1 Having ideological and political soil

2.1.1 Taking "shaping values" as the fundamental task of curriculum education

The innovative teaching of "Spoken Language for Preschool Teachers" regards "shaping values" as the fundamental task of education, and focuses on improving the quality of talent cultivation in vocational colleges. The curriculum ensures the integration of traditional Chinese values, coordinates the transmission of professional knowledge with moral education, and ensures the unity of teaching objectives and educational objectives.

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2.1.2 Consolidate and expand the connection between courses and ideological and political education

The school-based curriculum "Spoken Language for Preschool Teachers" actively consolidates and expands the key connection points between the curriculum and ideological education, connecting the curriculum education with implicit ideological and political education, and integrating ideological education throughout the curriculum teaching process, constructing a comprehensive talent cultivation system.

2.2 Having professional beliefs

The inheritance of teachers' moral character and knowledge determines the importance of their moral growth as normal students during their school studies. Adapting to professional needs, shaping students' professional beliefs, adhering to professional ideals, adhering to professional principles and bottom lines, has been a common trend in teacher education in recent years[4]. The course "Spoken Language for Preschool Teachers" is led by vocational education, which includes both theoretical research on curriculum teaching and traditional Chinese cultural theory, while also analyzing the specific characteristics of the course.

2.2.1 Career oriented

Through the study of this course, it can effectively promote the growth of students' language expression ability. Language expression ability is an extremely important ability for us. If we express clearly and use accurate language, we can be competent in teaching and serve as a good example and role model for young children's language learning.

2.2.2 Synergistic growth of knowledge and cultural confidence

Integrating excellent traditional Chinese culture with vocational education can provide spiritual support for the learning of vocational skills. Taking advantage of the teaching opportunity of "Spoken Language for Preschool Teachers", Chinese classic poetry and literature can sprout in the fertile soil of curriculum construction. In quality reading, students' recitation ability and language expression skills will be cultivated. At the same time, the positive energy carried by the traditional Chinese culture, patriotic sentiment, ethics and morality, and national beliefs will make students have a strong sense of cultural identity.

The school-based course "Spoken Language for Preschool Teachers" promotes students' professional skills growth through the power of culture, enriches teaching content, and forms teaching characteristics.

3. Collaborate traditional culture with school-based curriculum

3.1 Strengthen the power of education

As the core course of preschool education, "Spoken Language for Preschool Teachers" has always adhered to the principle of putting education first and moral education first. Teachers are the leaders of classroom teaching, the main body of teaching and educating people, the implementers of ideological and political education, and the link between traditional Chinese culture and classroom teaching in universities. It is undoubtedly the most important to implement the ideological and political education function of traditional Chinese culture in the classroom of "Spoken Language for Preschool Teachers", and to build a team of university teachers with strong ideological and political abilities, high cultural heritage, and outstanding teaching abilities.

3.1.1 Loyal to the country's educational cause and enhancing teachers' ideological and political abilities

At the 20th National Congress, it was proposed that educators should "do a good job in providing education that satisfies the people". The course team of "Spoken Language for Preschool Teachers" should fully implement the national education policy, be student-centered, loyal and passionate about the education cause, enhance their political awareness, practice socialist core values, grasp the classroom, seize every educational opportunity, and achieve the parallel teaching of professional knowledge and moral education, with equal emphasis on professional growth education and moral growth education. Teaching without forgetting to educate people, teachers have sharp classroom ideological and political insight, bold execution, and intelligent classroom processing ability. Only then can ideological and political education in classroom teaching have a foundation, ideological and political content has a platform for implementation, and ideological and political efficiency can be better exerted.

3.1.2 Embrace and infiltrate traditional culture to enhance one's cultural heritage

The course team of "Spoken Language for Preschool Teachers" should enhance their cultural heritage, draw nourishment from ancient literature, make the past serve the present, and uphold integrity and innovation. Only by becoming a person who is well versed in poetry and books, full of knowledge, and knowledgeable in both ancient and modern times, can we answer students' questions and dispel doubts, preach and impart knowledge, and transform ideological and political education into a silently nourishing behavior for students, promoting the deepening and development of traditional culture.
3.2 Consolidate the Education Platform

3.2.1 Strengthening the Construction of Textbooks and Exploring the Fundamentals of Culture

To integrate the content of traditional Chinese culture into the classroom teaching of "Spoken Language for Preschool Teachers", teachers should increase the proportion of relevant content in the teaching content, and increase their learning and exploration of traditional Chinese culture[6]. Therefore, it is necessary to develop appropriate textbooks with the main purpose of adapting to new ideological and political ideas, new teaching content, and new talent development.

We can add sections on local culture in textbooks to help students understand the development history of local culture and regional civilization. For example, in the "Recitation of Children's Songs" chapter, it is possible to add chapters such as the Nanjing nursery rhyme "How High is the Gate of the City!", the Jiangnan nursery rhyme "Grandma Bridge", the Nantong nursery rhyme "Not Afraid", and "Golden Hook and Silver Hook".

As an ancient capital of the Six Dynasties, Nanjing has numerous and magnificent city walls. In the nursery rhyme "How High is the Gate of the City? thirty-six Zhang high!", it describes the regional characteristics of Nanjing and uses exaggerated techniques to vividly reflect the admiration of the local people for the city gate. A place's soil and water nourishes a place's people, and there are many water bodies in Jiangnan. The thousands of years of aquatic life of Jiangnan people have nurtured a profound aquatic civilization, as well as a resilient and gentle personality of the local people. In the nursery rhyme "Grandma Bridge", "Shake and shake, shake and shake, to Grandma Bridge." This is a true portrayal of the lives of the common people at that time. Nowadays, the living customs of the locals have long changed, but that period of life has been vividly recorded in nursery rhymes. The Chinese nation values reunion, family relationships, and the culture of "family". In "Grandmother Bridge", "buying a fish and burning it, with the head not cooked, the tail scorched, bouncing on the wall of the bowl, and the uncle startled the child" vividly depicts the warm and joyful life scene of a family gathering together. In Nantong, when the children couldn't sleep at midnight, the old granny would coax them to sleep with the nursery rhyme "Don't be afraid of the wind, rain, and ghosts in the City God Temple!" to tell the children that they are not afraid of difficulties and ghosts. In such recitation, the children's song has planted a seed of honesty in the hearts of students. This is the most simple way of inheriting traditional Chinese morality to the next generation, and also the initial source of learning honesty and trustworthiness for children in Nantong.

Regional culture, which has lasted for thousands of years from its formation to development, is the crystallization of the wisdom of the common people. Local culture has a unique local color and distinct local characteristics[6]. By exploring regional civilization, students can find the "roots" of culture and nation, establish cultural confidence and self-reliance, and avoid losing their way in the clash of Chinese and foreign cultures.

We can also add relevant chapters on "traditional Chinese virtues" in the textbook. For example, in the chapter "Reciting Children's Stories", stories such as "Kongrong share the pears", "Zhu Chong Delivers Cattle", and "Guanning Shanhuu" are added. By appreciating and reciting these articles, we can inherit traditional moral concepts, understand humility, and the importance of maintaining a virtuous personality.

3.2.2 Enrich course resources, explore the "soul" of the nation,

(1) Search for course resources such as ancient Chinese classics, ethnic opera, and war stories

For example, appreciating plays such as "Zhang Jian" and "The Orphan of Zhao" in the classroom; Appreciate and recreate a series of red stories with young heroes as the main characters: "Teen Guerrillas ", "Young Heroes Wang", "Chicken Feather Letter", "Sparkling Red Star", etc. Through these curriculum resources, the course "Spoken Language for Preschool Teachers" will lead students to feel the spirit of the predecessors who fought against the feudal society with pen as a spear, and let students understand that they should have their own beliefs, be brave, and be wise, and firmly believe that only the CPC can save China.

The Chinese nation is a nation that is adept at dealing with difficulties and values responsibility. In historical literature and records, all reflect the long-term thinking of ancient philosophers. Expanding course resources can broaden students' knowledge, understand traditional Chinese culture, and cultivate their national awareness of crisis[6].

(2) Building activity rooms, children's theaters, and other course activity bases

Based on the curriculum teaching system, the "Spoken Language for Preschool Teachers" course team can also build multimedia teaching equipment, children's theaters, and other facilities for conducting skills teaching activities both in and out of class.

In order to support the construction of courses and promote students' professional growth, the course team can build a children's theater with complete and advanced equipment, spacious venues, and diverse teaching aids. Equipped with various hand puppets, finger puppets, and velvet puppets in children's theaters, students can also make their own headgear for role-playing. Students can broaden their learning channels, experience different situations, and exercise their courage in children's theaters.

3.3 Innovative Education Model

3.3.1 Increase course practice to promote the coordinated development of language skills and traditional culture

In response to the content characteristics of the course "Spoken Language for Preschool Teachers", 20% of the
total class hours of this course will be used as collaborative exploratory learning and practical teaching.

(1) **Increase opportunities for students to recite and perform nursery rhymes and children's stories.**

Children's songs are a form of literary expression spoken by children, with strong vitality and a history of over 3000 years. She encompasses everything and has accumulated excellent traditional ethnic culture, making it an important intangible cultural heritage. Every material in children's stories has rich and profound connotations. Each story either tells a truth, presents a certain social style, or reflects people's spiritual beliefs. Stories are essential spiritual nutrients for everyone in their growth process. In the classroom of "Spoken Language for Preschool Teachers", students can consciously inherit and promote traditional culture and protect cultural treasures by reciting.

(2) **Conduct classroom debates or speech activities based on social hot topics.**

In the classroom, teachers can engage in classroom debates or speech activities based on social hot topics. For example, in response to the current international situation, teachers can hold a debate competition in the classroom. The Chinese people love peace, but their determination to maintain national unity has remained unchanged. In debates, students' language skills will also develop in synergy with patriotism.

For example, during the three years of fighting the epidemic, many touching stories have emerged, and various industries have cooperated and helped each other. In the natural disaster events such as earthquakes and floods in Sichuan and other places, many heroic deeds have emerged, and students can experience the national spirit of sacrificing their lives for justice and being brave in sacrifice through the telling of these hot stories. In the presentation, students are able to integrate course learning with the excellent traditional Chinese spirit.

In course practice, students can better grasp and apply subject knowledge through language communication, collision of thinking, and analysis of hot topics. They can also have a deeper understanding of traditional Chinese literary forms and feel the patriotism, ethics, and national trust hidden in them. At the same time, teachers can also transform their cultural accumulation into imparting ideological and political knowledge and supplementing teaching content through communication with students and commenting on their viewpoints, expanding students' knowledge and improving learning efficiency.

### 3.3.2 Into the society, and returning skill learning to the Social Classroom

College students should step out of the classroom and enter the Social Classroom. The course team strives to establish performance platforms in museums and other places, leading students to participate in the promotion of the local culture of Nantong - the "Zhang Jian Spirit"; Establish a "Sister Telling Stories" base in the Book City; Participate more in performances at kindergarten children's theaters, lead students to approach young children, promote the inheritance of excellent Chinese cultural traditions, and return skill learning to kindergarten practice and application[8].

Encourage students to personally participate in various public welfare activities that serve society, transform theoretical learning in the classroom into practical experiences, strive to have a positive impact on society, and leverage the radiation effect of the course "Spoken Language for Preschool Teachers".

### 4. Conclusions

From the perspective of curriculum ideology and politics, teaching in universities should not only meet the development needs of students' professional skills, but also internalize traditional Chinese culture. As educators in universities, we must not forget to educate people, integrate the inheritance of traditional Chinese culture with school-based curriculum teaching, coordinate ideological education with professional curriculum teaching, and work together to develop and lead students to inherit the Chinese spirit. Only by consolidating the strength of China can we cultivate Chinese college students with warmth.

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