

# Research on the Path of Integrating Excellent Traditional Culture into Ideological and Political Education in Universities under the Background of New Liberal Arts Construction

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**Abstract.** Excellent traditional Chinese culture is the spiritual pillar of the Chinese people in overcoming difficulties, and is the fertile cultural soil in which socialism with Chinese characteristics in the new era is rooted. It plays an influential role in strengthening the Ideological and Political Education (hereinafter referred to as "IPE") of university students. The construction of new liberal arts is an essential part of the national education development strategy. In this context, the integration of excellent traditional culture into IPE is of great significance to the implementation of the principle of cultivating a moral character, firming up cultural self-confidence, fostering talents in the liberal arts in the new era, and enhancing the soft power of the country. The article takes the current situation of the problems in the integration of Chinese excellent traditional culture into the IPE in universities as an orientation, and explores the innovative path of integrating Chinese excellent traditional culture into the IPE in universities under the background of the construction of new liberal arts.

**Keywords:** New Liberal Arts; Excellent Traditional Culture; Ideological and Political Education in Universities.

## 1. Introduction

With the continuous strengthening of the cultural construction of higher education at the national level, the construction of new liberal arts has become one of the crucial directions of the current educational reform in universities. The new liberal arts aims to cultivate students' comprehensive quality and practical innovation ability, improving students' humanities and social science literacy. [1] The profound connotation and progressive consciousness that the excellent traditional culture has, [2] is an indispensable part of the IPE in universities. How to integrate the excellent traditional culture into the IPE of universities has become one of the major issues in the current IPE of universities in the context of the construction of the new liberal arts. In 2020, the Declaration on the Construction of the New Liberal Arts clearly pointed out that "to improve the comprehensive national power, to strengthen the cultural self-confidence, to cultivate newcomers of the times, to construct a strong country of higher education, to integrate the development of the liberal arts education, and to build a quality culture of the characteristics of the liberal arts." In this context, the integration of Chinese excellent traditional culture into the IPE in universities is not only in line with the Chinese characteristics in the content of China's new liberal arts policy, but also conducive to accelerating the innovative development of the mission and requirements of the construction of new liberal arts. [3] Meanwhile, the integration of IPE and excellent traditional culture is an effective means to implement the principle of moral education, firm cultural self-confidence, cultivate talents of new liberal arts [4] and improve the soft power of the country. However, some problems and deficiencies are in the process of integrating excellent traditional culture into IPE. Universities and teachers of Ideological and Political Studies should pay more attention to it and make efforts to explore new channels and new ways to integrate it into the IPE in universities.

## **2. Insufficiency of Excellent Traditional Culture into IPE in Universities in the Context of New Liberal Arts**

### **2.1 Deeply Entrenched Notions of Departmental Teaching and Poor Integration**

Compared with the “old liberal arts”, the essence of the “new liberal arts” is the integration and intersection of multiple disciplines, improving the scientific nature of liberal arts and promoting the construction of new liberal arts.[5] Yet, the deep-rooted traditional concept of departmental teaching is the greatest problem faced in the construction of new liberal arts, which is the root cause of the poor integration of traditional culture and IPE. Departmental teaching helps to maximize the consolidation of disciplinary knowledge, but ignores the correlation between subjects. Thus, it limits the possibility of students to solve specific problems with multidisciplinary knowledge. [6]

Teachers’ concept of departmental teaching profoundly affects the degree of subject integration. In the actual teaching process, subject to the limitations of teaching time and content, teachers’ first consideration is to complete the teaching task. The second priority is to integrate the design of excellent traditional culture into the teachers’ daily teaching plan. Even if the education of excellent traditional culture is involved in the teaching process, it may only be superficial and will not be discussed in depth. This approach does not allow students to deeply understand the connotation of traditional culture, and it is difficult to make a positive impact on students’ thinking.

### **2.2 The Single Teaching Mode of IPE and Lacking Systematization**

IPE in universities has the characteristics of abstractness and strong theory. Teachers in the teaching process is generally more solid and single mode, mainly in the classroom interspersed mode. In this process, teachers only focus on the theoretical and conceptual preaching of the curriculum and neglect to dig deep into the spiritual connotations contained in the excellent traditional Chinese culture. Even if it is occasionally mentioned, it cannot be integrated into students' ideological education in a targeted manner. [7] As a result, students are difficult to have a systematic knowledge of Chinese excellent traditional culture.

In the traditional teaching mode, the position of the teacher will be highlighted in a subtle way. The students' subjective position is gradually weakened, resulting in a relatively homogeneous interaction between teachers and students. The unidirectional "output - input" model leads to a lack of independent thinking ability.[8] Students are hardly able to understand the charm of excellent traditional culture, so they cannot be interested in it and identify with it.

### **2.3 Inadequate Resource Input and Institutional Mechanism Building**

Universities are the main position for carrying out the work of integrating excellent traditional culture into IPE. In the process of integration, schools should invest more resources and provide practical protection. However, in terms of the current degree of integration, it has not achieved the desired effect. Some universities have not invested enough resources and energy to implement the corresponding guarantee work. It is mainly manifested in the following two aspects: firstly, the support and investment of universities in the construction of practice bases for IPE is insufficient. The integration of excellent traditional culture into the IPE in universities can not rely on "paper talk", but need to practice to effectively improve the integration effect. Secondly, universities fail to meet the policy support required for the integration of Chinese excellent traditional culture into IPE. The lack of support from the relevant departments of the university in terms of human and financial resources has led to the insufficient supply of resources for the excellent traditional culture. For example, libraries generally focus on the introduction of books on popular majors, yet lack the introduction and reserve of books on excellent traditional culture. In particular, some out-of-print and lost resources increase the difficulty of stocking excellent traditional culture resources. Ultimately, few teaching resources can be provided for teachers, and even fewer resources are available for students to read and learn.

### **3. Path Design of Integrating Excellent Traditional Culture into IPE in Universities in the Context of New Liberal Arts**

#### **In-depth Excavation of Excellent Traditional Culture to Achieve Deep Integration With IPE**

Excellent traditional culture is the deepest cultural soft power of contemporary China,[9] and is the fertile cultural soil that must be deeply planted for the construction of the new liberal arts. The report of the 19th CPC National Congress proposes that “to promote the creative transformation and innovative development of Chinese excellent traditional culture, we should firmly guard the spiritual lifeline of the Chinese nation, deeply excavate the essence of Chinese civilization, carry forward the excellent traditional culture, constantly give the excellent traditional culture a new connotation of the times, and supplement, expand and improve its connotation.”

Excellent traditional culture is required to be further excavated, so that it deeply integrates with the IPE in universities, and guide students in their daily learning and life practice. In the process of integrating traditional culture into IPE in universities, teachers have to focus on building the relevance of traditional culture and daily life, being able to link culture in life to provide ideas for solving practical problems. For example, when learning the content of systematic thinking and holistic concepts, combined with the traditional taijiquan culture. Taijiquan, through the cooperation of the whole body, forms a whole internal force that is superior to the power of local limbs. In this way, by tapping into the modern values of excellent traditional culture, students can not only effectively master subject knowledge, but also deepen their understanding of traditional culture and guide them in their real lives.

#### **3.1 Innovative Teaching Mode of IPE to Make Excellent Traditional Culture “Come Alive”**

The classroom is the main place for carrying out IPE and spreading excellent traditional culture. Teachers must give full play to their subjective initiative and be brave enough to break the traditional mode, students becoming the main body of the classroom. [10] Moreover, teachers should stress the combination of theory and practice, avoid the monotonous traditional teaching methods, and make the excellent traditional culture in the classroom of IPE “live up”.

Experiential classroom increases the interest of the classroom. If the excellent traditional culture only exists in books, it is difficult to raise the interest of students, and to deeply understand the charm of Chinese culture. Only by allowing students to personally contact the excellent traditional culture, can we truly achieve the deep integration of the excellent traditional culture and the IPE in universities. For example, the theme of “non-heritage culture into the classroom” educational activities. Teachers invite non-hereditary inheritors into the classroom, teaching the stories behind their non-hereditary culture as well as its cultural connotations and values. In addition, by displaying some of the non-heritage works in the classroom or allowing students to participate in some of the non-heritage creations, the students' sense of cultural experience is enhanced. They can better appreciate the charm of excellent traditional culture.

#### **3.2 Improve the Cultural Education and Protection System and Establish a Sound Incentive Policy to Optimize**

In the process of integrating the excellent traditional culture into the IPE of universities, the guarantee system is indispensable. Universities should raise the effective and successful practical experience in teaching to the level of the school system, to build a perfect cultural education system. First, Schools should set up a “cultural nurturing” leading working group to co-ordinate the work of various departments in order to effectively implement the organizational guarantee of cultural nurturing. Secondly, it is necessary to improve the university mechanism guarantee. Schools should establish and improve classroom teaching evaluation, reward mechanism and classroom teaching responsibility management mechanism, urging teachers to devote themselves to the work of cultural education, and promoting the organic combination of excellent traditional culture and ideological education. Thirdly, improving the financial security of universities is necessary. Funding is the

basic guarantee for the normal operation of all work. Universities should set up special funds for campus culture construction to ensure the effective operation of the excellent traditional culture into the work of IPE.

### 3.3 Build a “Second Classroom” Online Teaching Platform by Relying on Online Platform

With the development of information technology, the Internet has become an indispensable part of people's lives, influencing their behaviour and ideology. In the context of the construction of new liberal arts, the integration of excellent traditional culture into the IPE of universities should be combined with information technology to create a “second classroom” outside the classroom. Universities and teachers make full use of network resources to create “Internet + excellent traditional culture” mode, and build a number of excellent traditional culture network platform. For example, through the creation of WeChat public number, microblogging, Douyin and other popular platforms disseminate excellent traditional culture. Meanwhile, carrying out online activities on the network platform on a regular basis is necessary, such as the excellent traditional culture knowledge contest, the Mid-Autumn Poetry Collection Activity. Not only can this enrich students' theoretical knowledge of excellent traditional culture, but also cultivate students' correct values and achieve the effect of cultural education.

## 4. Conclusion

In the context of the construction of new liberal arts, excellent traditional culture is an influential resource for the development and innovation of IPE in universities. The integration of excellent traditional culture into the IPE of universities is a choice that fits the times. In view of the problems of low integration, single teaching mode and insufficient resource input in the process of integrating the excellent traditional culture into the IPE of universities, universities and teachers should actively explore innovative and scientific solution paths in the context of the construction of new liberal arts. The integration of excellent traditional culture into the IPE in universities as the focus of the educational work of universities, to truly achieve the excellent traditional culture into the brain and heart, and to improve the actual effect of the IPE.

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