

The Exploration and Practice of Dayu Culture in Primary and Secondary Education in the New Period

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Abstract:

Dayu culture has a long history and is an important part of Chinese civilization. However, in the new era, Dayu culture is rarely involved in primary and secondary education, resulting in their lack of awareness of Dayu culture. How to integrate Dayu culture and education organically, not only inheriting tradition, but also injecting modern innovation, has become an urgent problem to be solved in today's society. Based on the characteristics of Dayu culture and the needs of education, the project team tries to construct the teaching mode of Dayu culture combining "online" and "offline" and carry out the second classroom activities of primary and middle school students, and explore the path and method of the integration of Dayu culture and education.

Keywords:

Dayu Culture, Primary and Secondary Schools, Education, Innovation

1. Introduction

Dayu culture is not only the inheritance of Dayu's deeds, but also the continuation and development of the traditional culture of the Chinese nation. Dayu culture is born because of water, which contains the thinking and dedication spirit of scientific water control and becomes the core of Chinese water culture.

However, in today's era, Dayu culture is rarely involved in primary and secondary education, which leads to students' insufficient understanding and cognition of it. This is not only the forgetting and lack of Chinese excellent traditional culture, but also the loss of education and growth of primary and secondary school students. How to integrate Dayu culture and education organically, not only inheriting tradition, but also injecting modern innovation, has become an urgent problem to be solved in today's society.

Therefore, starting from the characteristics of Dayu culture and the needs of education, this study attempts to construct a teaching mode of Dayu culture that

integrates online and offline elements, and carries out the second classroom activities of primary and secondary school students to explore Dayu culture and teaching.

The path and method of integration. The purpose of this study is to make Dayu culture glow new vitality in contemporary society through educational efforts, make greater contributions to the development of the country and society, and provide reference for traditional culture teaching in other regions and other topics.

The project team is committed to exploring the dialogue between Dayu culture and the education system in the new era, especially the role of cultural guidance and appeal in primary and secondary education. By actively decoding Dayu culture and combining the advantages of modern technology, we can better inherit and promote Dayu culture. The project team shows the Dayu culture in the form of multiple symbols, making it dynamic, and striving to fit with the new vision and new expectations of Chinese education in the new era. At the same time, it provides theoretical support and methodological guidance for primary and secondary school teachers to achieve user interaction and share resources ; diversified teaching strategies are integrated to guide students to explore, seek roots, protect and inherit independently, so as to enhance the self-confidence of national culture. Let primary and middle school students realize that after the country's "rich", it is necessary to "cultivate morality" to achieve real "strong". [1]

In addition, this project is closely related to many majors in our school, providing new opportunities and new platforms for students to find jobs.

2. Connotation and Characteristics of Dayu Culture

Dayu is a water control hero in ancient Chinese legends. His water control achievements and the story of "three times over the door but not into the house" have been passed down to the present. Dayu culture is a cultural system with Dayu as the core, which is integrated into an important part of ancient Chinese traditional culture and has become an important part of the inheritance and development of Chinese culture. It emphasizes the values of honesty, diligence, water control, benevolence, unity and modesty. Dayu culture is not only the inheritance of Dayu's deeds, but also has a positive and far-reaching impact on people's way of thinking, values and codes of conduct. It is also the continuation and development of the traditional culture of the Chinese nation. Dayu culture is born because of water, and its scientific water control ideas and dedication have become the core essence of Chinese water culture. This concept and spirit are inextricably linked with the "self-cultivation, family management, governance, and world peace" in ancient Chinese education.

There are many ways to inherit Dayu culture, including oral inheritance of myths and legends, ritual system of worshiping Dayu, cultural communication of ethnic migration, place name culture, folk social fire and so on. Therefore, Dayu culture is active and vigorous, which is of great significance for carrying forward the excellent traditional Chinese culture and enhancing national identity and national pride. In traditional Chinese education, moral quality is regarded as an important cornerstone of a person's growth, and the story of Dayu also emphasizes the importance of moral quality. The project team is committed to passing the connotation of Dayu culture to students, so that they can understand and inherit the spirit of Dayu culture.

3. The Relationship Between Dayu Culture and Education

There is a close relationship and interactive influence between Dayu culture and education. On the one hand, Dayu culture is an indispensable element in China's education system. The Dayu culture emphasizes the values of diligence, water control, benevolence and modesty. These concepts are closely related to the "self-cultivation, family management, state governance and world peace" in ancient Chinese education, and play a guiding role in education. On the other hand, education is an important pillar of social development. In traditional Chinese education, personal moral quality has always been regarded as an important cornerstone of growth, and Dayu's story also emphasizes this.

Due to the limitation of social and economic conditions, the education resources in ancient China were limited, and the education was often carried out by means of local culture and customs. The story of Dayu's flood control provides an excellent cultural resource that can be used to educate local people. The spirit of "innovation" in Dayu's flood control is very similar to the concept of "reading extensively and applying knowledge" in ancient Chinese education. Ancient Chinese education emphasizes the application of learning, that is, the combination of theory and practice, and the success of Dayu's flood control is precisely because of his practical ability and excellent strategic thinking. The idea of this methodology also has important implications for the teaching methods and methods of modern education. Education expresses the spirit of Dayu through courses, educational activities, literature, art and other ways, and explores its new value in contemporary society.

In the new era, the Ministry of Education is committed to promoting the construction of "big ideological and political courses" and striving to realize the integrated development of ideological and political courses in primary and secondary schools, so as to improve the quality and effect of ideological and political work in colleges and universities. [2] It can be seen that in the exploration and practice of primary and secondary education, effectively carrying forward and developing Dayu culture not only meets the learning needs and interests of primary and secondary school students, but also helps to improve the overall effect and quality of education, which is in line with the new direction of education in the era. Inheriting Dayu culture and Dayu spirit is conducive to further stimulating students' learning enthusiasm and creative ability, cultivating students' sense of social responsibility, and taking Dayu culture as students' spiritual resources to provide new ideas and solutions for building the Chinese dream of the great rejuvenation of the Chinese nation. However, this will also bring unprecedented opportunities and challenges to education work. Inheriting and carrying forward Dayu culture is not only to maintain the status of Chinese traditional culture, but also because the innovative thinking, pioneering spirit and practical ability advocated by Dayu are precisely the ability and quality needed for contemporary education.

4. "Governance" -Docking Dayu Culture with Symbols and Primary and Secondary Education

The "governance" in Dayu's flood control is similar to the "governance" in ancient Chinese education. Ancient China has always regarded education as one of the important means to govern the country, and to improve the quality and civilization of the whole country by educating the people. The "governance" in Dayu's flood control is also a way to solve the flood problem at that time through a series of measures. The

point of convergence between Dayu culture and primary and secondary education in the new era lies in symbol docking. By symbolizing and concretizing the Dayu culture in the long history, and decoding and empowering the symbols with the help of modern big data technology, a new teaching database of Dayu culture is established to share teaching cases with the contemporary era.

4.1. The connotation of symbol docking

Symbol docking is a way to combine Dayu culture with modern education. It uses modern technologies such as big data, artificial intelligence, and cloud computing to decode and empower a series of related creations such as Yu Ji, Dayu music, and dance, so that it can play a role in modern education.

4.2. The significance of symbol docking

Symbol docking is conducive to the new vitality of Dayu culture in modern education, and provides more diverse, richer and more in-depth learning resources and immersive experience for primary and secondary school students. At the same time, it can also break through time and space.

Restrictions, so that students across history and reality, dialogue and exchange with the ancients, feel the charm and wisdom of Dayu culture. At the same time, symbol docking can also stimulate students' innovative thinking and practical ability, so that they can find problems, solve problems and create value in the process of learning.

4.3. Ways to realize symbol docking

a. The selection of historical and cultural symbols suitable for the learning characteristics and levels of primary and secondary school students should not only be interesting and attractive, but also be knowledgeable and enlightening.

The learning characteristics of primary and secondary school students determine that we should consider their rapid growth, strong curiosity, vulnerability, unstable interest in learning, and unbalanced physical and mental development when choosing historical and cultural symbols. Their life and study are open, free, diverse and innovative. Therefore, how to cultivate primary and secondary school students' interest and cognition of Chinese excellent traditional culture and put forward feasible teaching plans is an important issue facing primary and secondary education in the new era.

With the efforts of the project team, we have designed a set of Dayu culture teaching plan that conforms to the learning characteristics of primary and secondary school students, conforms to the teaching rules, and can effectively stimulate learning interest and improve learning effect. For different grades and gradients, we have formulated specific implementation rules, including pre-class, in-class and after-class implementation content.

For primary school students, we focus on stimulating their subjective initiative and interest-oriented. For middle school students, we are more in-depth knowledge of the explanation. The teaching method covers various forms such as narration, display and discussion, and carries out comprehensive case analysis. Through this teaching method, we can better realize the symbol docking, so that students can better understand and integrate into the Dayu culture.

b. Using modern technical means to decode and empower historical and cultural symbols, so that they can be presented in different media and platforms, and combined with other subject knowledge to form interdisciplinary integrated teaching.

Dayu culture, as the embodiment of the Chinese nation's spirit of "people first, nation first", under the background of the new era of "Internet +", based on the excellent traditional Chinese culture, we have deeply explored the connotation of Dayu culture, combined with the new industry dynamics of the country's "Internet + culture", and disseminated and promoted Dayu culture through digital forms. Our project team has established a shared platform to gather a large number of educational resources, including textbooks, multimedia teaching and Internet education courses.

On this shared platform, primary and secondary school students can obtain high-quality educational resources from different regions and different majors, thus broadening their knowledge reserves and learning fields.

Our project team realizes user interaction and resource sharing through the construction of Dayu culture teaching resource library, and provides diversified Dayu culture decoding resources. In addition, we have also designed a new type of shared teaching plan, which is unique not only in being able to teach students in accordance with their aptitude according to the individual needs of different students, but also more flexible, dynamic and inclusive. We have realized the combination of online and offline education mode, which is of great significance in the inheritance and development of Dayu culture among primary and secondary school students in the new era.

The Dayu Culture Teaching Sharing Program combines traditional culture with modern primary and secondary education, and is based on the inheritance and promotion of Chinese excellent traditional culture. At the same time, we take into account the modern teaching methods and techniques, so that students can get a more comprehensive and richer educational experience in learning. Dayu culture involves history, geography, engineering, agriculture and other disciplines. In education, through interdisciplinary integration teaching, teachers combine Dayu culture with other subject knowledge to promote students' comprehensive ability development and comprehensive understanding of knowledge. At the same time, we have also launched the "2 + X" model to maximize the potential of primary and secondary school students and lay the foundation for their future development. In this model, "2" represents the learning of Chinese and foreign languages, as well as the two systems of basic theory and ability and quality, while "X" represents the goal guidance of different majors. By strengthening the collaborative innovation between disciplines, it is helpful to cultivate high-quality compound talents.

Design diversified teaching activities and evaluation methods, so that students can experience the connotation and spirit of historical and cultural symbols in interaction and cooperation, and cultivate their comprehensive ability and values.

In addition to imparting knowledge, the program also focuses on cultivating students' comprehensive abilities such as moral cultivation, talent development and thinking ability, and promoting students' all-round development. After discussing the relevant knowledge of Dayu, we arranged a case analysis activity, which allowed junior and senior high school students to select a practical problem or phenomenon related to Dayu culture in groups, such as the Three Gorges Project, the South-to-North Water Diversion Project, the Yellow River Management, etc., to investigate,

analyze and evaluate, and put forward their own opinions and suggestions. By studying some practical problems or phenomena related to Dayu culture, our purpose is to improve students' problem awareness and problem-solving ability. Teachers provide some basic information and guidance, mainly based on primary and secondary school students' autonomous learning, supplemented by teachers' auxiliary guidance, to maximize the potential of primary and secondary school students themselves, and cultivate their innovative thinking and practical ability.

In addition, we have also designed diversified teaching activities such as Dayu's antique treasure exploration activities (exploration by means of maps), riddles, dragons, role-playing, etc., to reduce the difficulty to promote students' understanding, create an immersive experience of dialogue and communication with the ancients through the ancient times, show the expression and dissemination forms of Dayu culture in a variety of ways, tell the story of Dayu, and deeply show the core ideas of Chinese excellent traditional culture.

However, due to the large spatial and temporal differences between the modern society and Dayu culture in which primary and middle school students are located, it is sometimes difficult to arouse their resonance and identity, resulting in the lack of appeal and persuasion of teaching effect. In addition, the connection between Dayu culture and teaching courses is not close enough, and it is sometimes difficult to find a suitable entry point and meeting point, resulting in the lack of systematicness and coherence of teaching content. In addition, the matching of Dayu culture and teaching resources is not perfect. In addition, our current education system is mainly a closed education, focusing on rote learning and exam-oriented replicable knowledge. [3]

To solve these problems, our project team provides a new type of lesson plan, which supports personalized learning and has intelligent evaluation function. According to their learning needs and interests, primary and middle school students choose the learning content and learning path of Dayu culture. Under the guidance of the intelligent evaluation system, they can obtain personal learning information in time, understand their learning situation and make adjustments to improve the learning effect. At the same time, teachers constantly improve teaching methods according to students' learning situation and integrate them into the Dayu culture sharing teaching program. Through the online interaction and cooperation platform, the Dayu culture teaching sharing program enhances the interaction between teachers and students and home-school cooperation. Primary and secondary school students interact with teachers in real time, answer questions, participate in discussions and exchanges. Parents understand students' learning situation and communicate with teachers through this platform to form a benign educational community. In terms of education, there are certain gaps in the dissemination of Dayu culture that need to be filled. The intervention of our project team effectively fills these gaps and has positive significance for the healthy development of society. Our team has carried out in-depth practice on the above content. Hangzhou Dayu Road Primary School and Shaoxing Dayu Primary School currently integrate Dayu culture into school characteristics. Therefore, the project team took these two schools as pilots, and achieved the effect of point-to-point, star-to-star, and can start a prairie fire.

5. Conclusions

This paper discusses how to integrate Dayu culture with primary and secondary education, not only inheriting tradition, but also injecting modern innovation. This

paper analyzes the situation, games and project activities, so that primary and secondary school students can feel and experience Dayu culture and Dayu spirit from multiple angles and levels. This paper holds that Dayu culture has always been responsible for the secular role of educating people. It is of great significance and value to promote the inheritance and innovation of Chinese excellent traditional culture, cultivate the sense of national responsibility and national self-confidence of primary and secondary school students, and promote the reform and development of primary and secondary education. [4]

However, in the new era, the practice of Dayu culture in primary and secondary education is still in its infancy, and it is necessary to further strengthen the integration of teaching resources and the cultivation of teachers. In the future, we should continue to promote the innovation and development of Dayu culture in primary and secondary education, and cultivate the innovative thinking and interdisciplinary comprehensive literacy of primary and secondary school students. The field of education should become an important position for the inheritance and promotion of Dayu culture. Schools and institutions should also strengthen the development of Dayu culture education, so that more people can understand and feel the historical value and cultural significance of Dayu culture. At the same time, the project team will continue to play a role in promoting the inheritance and development of Dayu culture. It is not an overnight thing to inherit and carry forward Dayu culture and combine it with education. It needs to work together and explore together.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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