

Research on the Development of Fine Traditional Chinese Culture into Teachers' Pre-service and Post-service A Visual Analysis Based on Cite Space

Juan Huang^{1*}

¹ Faculty of Education, Guangxi Normal University, Guilin, China

Email Address

15736254476@163.com (Juan Huang)

*Correspondence: 15736254476@163.com

Received: 15 October 2024; **Accepted:** 2 November 2024; **Published:** 22 November 2024

Abstract:

Based on the literature data of journals and master's and doctoral theses of Peking University Core and CSSCI from 2010 to 2023, the article uses Cite Space visualization software as a tool to analyze the knowledge mapping of the research on the development of the integration of fine traditional Chinese culture into teachers' pre-service and post-service development. Through the cluster analysis of the time of publication, research institutions, authors, and keywords of the sample literature, it was found that the integration of fine traditional Chinese culture into the pre-service and post-service development of teachers was in a period of rapid development in the last decade. However, the cooperation between institutions and authors was relatively low. Using keyword clustering mapping, we analyze and summarize the research hotspots (connotation, value implication, status, and approach) and explore the development trend in the field of integrating fine traditional Chinese culture into pre-service and post-service development of teachers.

Keywords:

Fine Traditional Chinese Culture, Teacher, Ideological and Political Education, Teaching

1. Introduction

Culture is the foundation and lifeblood of a country and nation. China has always placed cultural construction at the forefront of its work and attaches great importance to the inheritance and development of fine traditional Chinese culture. In 2021, the Ministry of Education explicitly called for the education of fine traditional Chinese culture to be conscientiously implemented in the curriculum and teaching materials, education and teaching, and other aspects of human development. Therefore, a literature study on the development of fine traditional Chinese culture into pre-service and post-service teachers can help clarify the current situation, hotspots and frontier analysis of the integration of fine traditional culture into pre-service and post-service teachers.

2. Research Design

2.1. Literature sources

Literature was mainly selected from journals and master's and doctoral dissertations of Peking University Core and CSSCI, and the search time was September 1, 2023, with "Chinese excellent traditional culture into the pre-service and post-service development of teachers" as the theme. Taking "fine traditional Chinese culture into teachers' pre-service and post-service development" as the theme literature, with "fine traditional Chinese culture" and "teachers" as the search terms, a total of 261 articles, 310 master and doctoral theses, and 310 master and doctoral dissertations were searched. A total of 261 documents were retrieved, 310 master and doctoral dissertations, excluding conference and newspaper articles, leaving 570 documents with valid data.

2.2. Research Method

In this paper, we used Cite Space.v.6.2.R4 (64bit) bibliometric software to visualize and analyze 570 pieces of literature between 2010 and 2023, and based on information such as the trend of literature publication, keyword clustering mapping, and other information, the research on the integration of fine traditional Chinese culture into the development of pre-service and post-service teacher Analysis.

3. Analysis of Research Findings

3.1. Trend analysis of literature publication

Studying the time of publication can accurately analyze the trends and changes in the literature at various stages and understand in detail the heat and development trend of research in this field. According to CNKI, Figure 1 shows that the number of literature on the topic of "Integration of fine traditional Chinese culture into pre-service and post-service integration of teachers" was not much before 2014, and it can be divided into two stages according to the distribution of the figure.

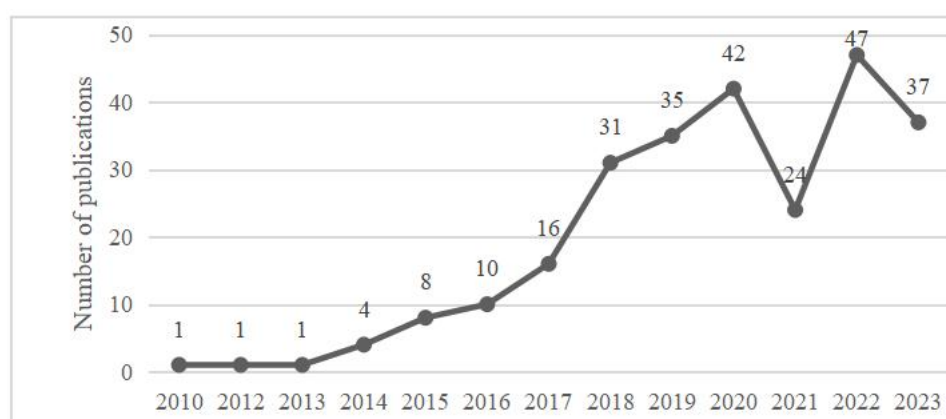


Figure 1. Trend in literature publication.

Stage 1: From 2010 to 2014, the development of integrating the spirit of fine traditional Chinese culture into teacher education was in the exploratory stage, with less literature. Stage 2: 2014 - present, under the new trend of economic globalization and cultural diversification, Chinese leaders attach great importance to the construction of Chinese socialist culture, the implementation of the fundamental task

of establishing moral education, and the enhancement of the cultural literacy of the teaching force to achieve the cultivation of people through literature. The state has formulated a series of policies to foster young people who are adapted to the development of the times and in line with socialist core values. Therefore, the inquiry of how the spirit of fine traditional Chinese culture is integrated into teachers' pre-service and post-service integration at this stage is on a sharp upward trend. The publication of literature needs to have a substantial time frame.

3.2. Clustering view of research organizations

In this paper, the visualization of research institutions mapping analysis, 2010 - 2023 as a point in time, the slice is set to "1", the node type selected "institutions", the threshold continues to be Selected top100, visualization graph of the knowledge graph of research institutions. From the map, we can learn that the research cooperation among institutions on integrating fine traditional Chinese culture into teachers' pre-service and post-service integration is not close, and most institutions have formed their research groups. It is also found that the distribution of research institutions is relatively decentralized, with the more prominent ones being the Department of Education of Northeast Normal University, the Department of Education of Central University for Nationalities, the School of Preschool Education of Capital Normal University, the Department of Education of Beijing Normal University, and Southwest University of Science and Technology. Based on the visualization results obtained from Cite Space, Excel software was used to present a bar chart to show a comparison of the number of articles issued by the top ten universities. The bar chart demonstrates the level of attention paid by institutions to the integration of fine traditional Chinese culture into the pre-service and post-service integration of teachers between the years of 2010 and 2023. Among them, Southwest University and Central China Normal University have ten articles, East China Normal University has eight articles, Liaocheng University has seven articles, Xinjiang Normal University has six articles, Shandong Normal University and Faith Normal University have six articles, East China Normal University has five articles. Central University for Nationalities and Qufu Normal University have four articles. Objectively speaking, the current research on integrating fine traditional Chinese culture into pre-service and post-service integration of teachers is concentrated in various teacher training colleges and universities, among which engineering colleges and universities have done relatively little research. In addition, because of the low cooperation among various institutions, the cooperation between schools can be strengthened to realize resource sharing and jointly promote the integration of fine traditional Chinese culture into the development of teachers' groups.

3.3. Author clustering view

Use Cite Space to visualize the authors, take 2010-2023 as the time point, set the slice as "1", choose the node type as "Authors", and select the threshold as top100. In the visualization interface, the threshold is set to 1, and the visualization map of authors is obtained. The obtained data are displayed as a histogram using Excel software. From the data, we learned that Yiran Ding and Lijie Lv formed a strongly associated collaborative group, Zhenlin Sun and Jianwu Qu formed a more associated group, and the slightly associated groups were the teams of Xinquan Song, Weijie Zhang, and Jiaju Song, and the teams of Yuhua Bu, Hanwei Tang, and Bentao Ning. In short, there is not much connection between the authors.

3.4. Keyword clustering view

The keywords “fine traditional Chinese culture + teachers” were analyzed by clustering. A cluster analysis map was obtained: a total of 9 clusters were obtained, which were 0# traditional culture, 1# ideological and political education, 2# fine traditional Chinese culture, 3# cultural self-confidence, 4# integration, 5# cultural inheritance, 6# traditional festivals, 7# comprehensive reforms in the field of education, 8# fine traditional Chinese culture, and 8# comprehensive reforms in the field of education, and 8# fine traditional Chinese culture. This paper integrates the 9 significant clusters and finds that the keywords of the first 7 items: ideological and political education, cultural identity, cultural heritage, cultural confidence, integration, teaching, etc. are closely linked, and thus, the research theme of the development of the integration of Chinese fine traditional culture into the pre-service and post-service development of teachers has mainly divided into the following aspects: the connotation of fine traditional Chinese culture, the value of the integration of the meaning of the value of the integration of the current situation of the integration of the way. Ideological and political education, campus culture construction, teaching at all stages and in all subjects in primary and secondary schools.

3.4.1. Connotation of fine traditional Chinese culture

With the development of the times and social progress, the term "fine traditional Chinese culture" has become increasingly diversified, and the author has not found a definite conceptual definition after checking the relevant papers. In short, it can be interpreted in both the broad and narrow sense. In the broad sense, the fine Chinese traditional culture refers to the overall performance of the Chinese nation, which has been preserved for a long time and has positive, stable and national characteristics, specifically material culture, institutional culture and spiritual culture at three levels as a whole. In a narrow sense, culture is specific to the formation of human spiritual capacity and the creation of spiritual and cultural achievements. The vast and profound fine traditional Chinese culture provides rich resources for teaching and learning, covering humanistic thinking, philosophical pondering, morality and law, natural coordination and so on. Du Gang points out from the perspective of teachers' traditional cultural literacy that contemporary Chinese teachers' excellent traditional cultural literacy should include people-oriented values, moral character characterized by benevolence, historical spirit centred on patriotism, and literary and artistic sentiments that cultivate beauty and goodness together.

3.4.2. The value implications of integrating fine traditional chinese culture into pre-and post-service teacher development

Culture is the foundation and bloodline of a nation's inheritance. Strengthening the research on integrating fine traditional Chinese culture into teachers' pre-service and post-service development can enhance teachers' sense of responsibility and mission and promote fine traditional Chinese culture. Cai Xiangyang and Zheng Baisong elaborated that fine traditional Chinese culture is beneficial to the cultivation of college students' patriotic sentiment, moral character, inspirational spirit of struggle, and cultural self-confidence from the perspective of the value of the times. Li Hongbing pointed out from the perspective of inheritance that fine traditional Chinese culture is the spiritual nourishment for forging the sense of community of the Chinese nation and the ideological source of socialist core values. Based on inheritance and innovation, the integration of fine Chinese traditional culture resources into teaching

not only helps to improve the teachers' excellent traditional cultural literacy comprehensively but also helps to serve the development of students' core literacy and create "a personality that is compatible with the construction of socialism in terms of ideological concepts, moral qualities, psychological qualities and behaviours".

3.4.3. The current dilemma of the integration of fine traditional Chinese culture into the pre-service and post-service development of teachers

At present, integrating excellent traditional culture into teachers' pre-service and post-service development has problems in terms of teaching objectives, contents and methods [1]. Manifested explicitly as a result of the heavy task of the curriculum, the prevalence of utilitarianism leads to the educational objectives also show a solid utilitarian orientation in the context of teaching, the fine traditional Chinese culture, and the ideological and political courses in colleges and universities have not yet realized the effective articulation and the integration of the strength is not great; in the teaching method, due to the influence of the Spencer's "what knowledge is the most valuable", the post-service education attaches importance to the learning of subject knowledge, emphasizing the efficiency of the learning of the knowledge. In the teaching method, influenced by Spencer's "what knowledge is the most valuable", post-vocational education attaches importance to the learning of subject knowledge, emphasizing the efficiency-first lecture-teaching method of learning neglects the leading position of students in teaching. In practice, not only should there be a high degree of identification with and adaptation to traditional culture, but cultural self-confidence should also be fully transformed into cultural action consciousness. However, it is found in the investigation that there is a gap between the ideological level and the behavioural tendency level of college students' fine traditional Chinese culture literacy.

3.4.4. Ways of integrating fine traditional Chinese Culture into teachers' pre-service and post-service development

Regarding the basic methods of cultivating Chinese teachers' excellent traditional culture literacy, Li Chunyan pointed out from the internal factors of teachers' personalities that they should read more traditional culture classics, watch more traditional culture videos, think hard and practice diligently. Du Gang, on the other hand, emphasizes cultivation methods such as cross-cultural dialogue, classic recitation, role model imitation, and practising and experiencing. Teachers are the mother machine of educational work, and their professional development is crucial to the quality of education. Li Liang and Zhou Yan pointed out in "Several Realms of Teachers' Traditional Cultural Literacy Enhancement" that it should be from the perspective of teachers' professional development, teachers' subject specialities as the background to grasp the cultural vein, from the professional development of the teaching profession to interpret the traditional Culture, and finally to achieve the unity of knowledge and action in practice [2].

Regarding integrating fine traditional Chinese culture into teachers' pre-service and post-service development, pre-service should be ideological and political education as the main channel, supplemented by campus culture construction, and post-service should be classroom teaching as the central link. Integrating refined traditional Chinese culture into the curricula of colleges and teacher training colleges is an essential guarantee for implementing fine traditional Chinese culture education in schools. It is specifically manifested in the theoretical learning in the ideological

classroom as the primary focus. The integration of the ideological essence and value essence of fine traditional Chinese culture into the professional curriculum is the innovation point, significantly strengthening its penetration in the scientific and technical professional courses and emerging professional courses and realizing the organic combination of the ideological courses and the curriculum of ideology and politics [3]. At the practical level, the effective combination of internal and external resources is an essential cornerstone for boosting the practice system of fine traditional Chinese culture based on colleges and universities' historical and humanistic heritage and combining the advantages of local folk art and culture to carry out practical teaching [4].

Secondly, campus culture construction is the soul and foundation of the school, which is to determine and optimize the core values that the school upholds, to help students set up correct ideological values and moral concepts, and to cultivate outstanding talents with integrity and high quality for the development of the country and the society. Teachers train students to be the disseminators of Chinese traditional culture and the main force of future education, which involves inheriting and developing fine traditional Chinese culture. Therefore, it is necessary to fully strengthen the construction of campus culture, promote their sense of cognition and sense of belonging to the fine traditional Chinese culture through material culture, spiritual culture, activity culture, etc., and stimulate cultural consciousness and self-confidence. Make full use of the campus environment, venues, buildings and other infrastructure rooted in the university's school motto, school spirit, teaching style and learning style construction, and expand the activities of student clubs to make the campus culture story permeate the hearts. Secondly, Lai Fang and Fan Wei pointed out the significance of fine traditional Chinese culture and the relationship between campus culture construction in colleges and universities from theoretical and practical perspectives. At the same time, we should broaden the channels of campus culture construction, explore new ways of inheriting fine traditional Chinese culture, create the mode of "Internet + traditional culture + discipline", and build a new platform.

Finally, teaching all stages and subjects in post-vocational primary and secondary schools. Classroom teaching, as the centre of school education, is also a practical field where fine traditional Chinese culture penetrates students' inner cognition and experience [5]. With core literacy as the goal, adhere to the "why teach", "what to teach", and "how to teach" three basic questions as the guide to building the curriculum heritage of fine traditional Chinese culture Discipline class type [6]. With "integration" as the entry point, Qi Yong pointed out in the "promotion of fine traditional Chinese culture education into the classroom teaching", identify the "integration" combination point, driving point, carefully grasp the content of the teaching of high school ideological and political class, teachers. Teachers are the inheritors and developers of culture and guide classroom teaching. We should strengthen teachers' pre-service and post-service training and actively carry out teaching and research activities on integrating traditional culture into teaching to enhance the cultural literacy of the teaching force. At the same time, the organic integration of fine traditional Chinese culture into primary and secondary classroom teaching requires teachers to have their own curriculum philosophy and to use various strategies to guide and inculcate students based on a deep understanding of the teaching materials [7].

4. Conclusions

Based on the Cite Space visualization software and the China Knowledge Network, the research on “Integration of fine traditional Chinese culture into teachers’ pre-service and post-service development” has received some attention and rapid advancement. However, some problems still must be further studied and improved.

First, there is a lack of cooperation among researchers. Due to the inconsistency in the application and evaluation indicators of different disciplines, the allocation of resources is also inconsistent, thus hindering the cooperation among researchers and inhibiting the research on the development of traditional culture among teachers of different disciplines.

Second, the research hotspot focuses on the macro level, with less research on the micro level. In the sample literature, the pre-service research mainly stays on the integration of fine Chinese traditional culture into ideological and political education, and there are fewer studies on the integration of traditional culture into their professional courses; in addition, although the Outline points out that courses on fine Chinese traditional culture should be carried out in teacher training colleges and universities, no research in this regard was found in the retrieved data literature. At the same time, it was found that pre-service surveys were generally targeted at college students and lacked a focus on teacher training or science and engineering students; studies on post-service teachers’ excellent traditional cultural literacy focused on language and civics subjects but lacked studies targeting engineering teachers. This is mainly because, on March 18, 2019, Chinese leaders explicitly raised the issue of integrating the construction of ideological and political courses in universities, middle schools, and elementary schools at a symposium for teachers of ideological and political theory courses in schools. In the Compulsory Education Curriculum Programs and Curriculum Standards (2022 Edition), it is explicitly proposed that “fine traditional Chinese culture will be covered comprehensively in all the curricula, and the three disciplines of language, history, and morality and the rule of law will be language, history, morality and the rule of law, and the organic integration of all other subjects.”

Third, there are few paths for integrating fine traditional Chinese culture into teachers’ pre-service and post-service development. From the sample literature, it is found that the paths and methods are relatively macroscopic; for example, there are relatively few studies on pre-service specialized traditional culture education courses for teachers and post-service traditional culture education and training.

Conflicts of Interest

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

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Li, H. Academic Review on the Inheritance of Fine Traditional Chinese Culture. *Journal of China University of Mining and Technology (Social Science Edition)*, 2023, 25(4), 137-150.
- [2] Wang, M.; Zhai, Q. Study on the Value, Dilemma and Path of Chinese Excellent Traditional Culture Integration into Teaching. *Journal of Research on Education for Ethnic Minorities*, 2020, 6(31), 24-30.
- [3] Huang, Y,L Zhu, Y. Reflections on the Integration of Fine Traditional Chinese Culture into Civic and Political Science Courses in Colleges and Universities. *Ideological and Political Education Research*, 2019, 35(1), 81-86.
- [4] Chen, Q.; Li, Z. The Path Innovation of Integrating Fine Traditional Chinese Culture into College Students' Ideological and Political Education. *Ideological and Political Education Research*, 2020, 36(4), 123-128.
- [5] Wen, X. Dilemmas and breakthroughs in the transmission of fine traditional Chinese culture in the language curriculum. *Teaching and Management*, 2016, 1, 36-39.
- [6] Zhang, S.; Li, B. Integrating fine traditional Chinese culture into primary and secondary school curriculum design: connotation, path and characteristics. *Theory and Practice of Education*, 2016, 36(11), 49-51.
- [7] Du, G. The Cultivation of Excellent Traditional Cultural Literacy among Teachers in Contemporary China. *Contemporary Education Science*, 2015, 19, 34-39.



© 2022 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)