

Exploration of the “Three Integrations and Three Advancements” Cultural Education Model

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Abstract:

Based on the concepts of cultural self-awareness and cultural responsibility, as well as the functions of higher education institutions in cultural inheritance and innovation, combined with the characteristics of higher education, a systematic cultural education model can be constructed, which is dominated by the core values of socialism and integrates “three fusions, three entries, and three classrooms”.

Keywords:

Higher Education, Cultural Education, Model, Innovation

1. Introduction

Without a high level of cultural confidence and prosperity, there can be no great rejuvenation of the Chinese nation. With the deepening of the practice of socialism with Chinese characteristics, the attention of the whole party and society to culture is increasing, and the understanding of cultural education is also constantly deepening. In recent years, our school has been guided by the socialist core values, continuously exploring and innovating cultural education models, vigorously implementing cultural education projects, and has embarked on a characteristic practice path of cultivating technical and skilled talents.

2. Analysis of Cultural Education Status in Undergraduate Colleges at Home and Abroad Undergraduate Education Abroad Places Great Emphasis on Cultivating Students' Qualities, Emphasizing the Combination of Qualities and Job Skills

For example, Germany and Australia have proposed key quality research, the UK has proposed core competency research, and the US Department of Labor has proposed research on five abilities - resource management, interpersonal relationships, information acquisition, analytical synthesis, multiple technologies, and three qualities - skills, ethics, and thinking. It is the advanced concepts and educational models of European and American countries that have promoted the takeoff of industries in various countries. Premier Li Keqiang emphasized the need to focus on cultivating

students' professional ethics and spirit; Former leader of the Ministry of Education, Lu Xin, once pointed out: "Only when these young people wearing blue work clothes put on suits and ties to relax after work, and understand how to appreciate famous songs, poems, and paintings, can vocational education truly be transformed." China's undergraduate colleges have conducted extensive research and exploration around the aspects of "what is educational culture", "what is cultural education", "what to do", "how to do it", etc., and have achieved a series of research results, but there are still some problems [1]. This is mainly due to the unclear connotation and specification positioning of the educational philosophy. Some undergraduate colleges only focus on skills education, neglecting professional ethics, neglecting physical and mental nourishment and character cultivation, ignoring cultural and artistic cultivation, and are satisfied with teaching students a skill. The deviation of students' comprehensive literacy has reduced undergraduate education to "instrumental education". The systematic and distinctive nature of educational content is not evident. Although some undergraduate colleges have awakened and begun to strengthen the cultivation of comprehensive literacy, they are satisfied with carrying out some cultural and sports activities, lacking in-depth research on educational concepts and content systems, and an overall design that organically integrates excellent traditional culture and modern industrial culture.

Culture and education are a whole, culture is the soul of universities, and nurturing students is the foundation of universities. Undergraduate institutions have an unshirkable responsibility to carry out teaching, management, service, and environmental education work, ultimately boils down to carrying out cultural education work well. Recently, the Ministry of Education has issued the "Opinions on Promoting the Inheritance and Innovation of Ethnic Culture in Vocational Colleges" and the "Guidelines for Improving Traditional Chinese Culture Education", providing a basis and guidance for undergraduate colleges to implement cultural education with a high degree of cultural consciousness, promote cultural education reform, and promote students' comprehensive, personalized, and sustainable development.

3. Construction of the Cultural Education System of "Three Integration, Three Entry, and Three Classroom"

3.1. Cultural integration, cultivating a systematic, diverse, and distinctive cultural content system

To achieve the docking goal, guided by the socialist core values, and based on the cultural selection of the "Zhidaos based on morality, Yiren, and entertainment" ideology, a "cultural integration" content system suitable for undergraduate characteristics and highlighting regional features will be constructed according to the principles of consistent values, complementary content, and compatibility of Taoist instruments.

3.2. Focus on cultivating the mind and integrating classic Confucian culture

Based on the continuity of Confucian culture and socialist core values, as well as the geographical advantages of Jining as the hometown of Confucius and Mencius and the birthplace of Confucianism, establish its fundamental position in cultural education. Refine Confucian classics, stories of sages, etc. into a series of content such as patriotism, social care, and personal cultivation, transform them into high-quality courses and teaching resources, cultivate the moral responsibility of

cultivating integrity, governing the country, and the world, uphold the virtues of benevolence, righteousness, and trustworthiness, adopt a firm and pragmatic philosophy of life, cultivate a civilized and elegant lifestyle, cultivate a noble character, and lay the foundation of conduct.

3.3. Emphasize craftsmanship and integrate modern industrial culture

Based on the indispensable role of industrial culture in vocational education attributes such as industry education integration and school enterprise cooperation, establish its backbone position in cultural education. Deeply explore various industries, sectors, and corporate cultural elements, create an educational environment that integrates industry and education, and promotes school enterprise cooperation. Integrate professional courses and practical activities, implement training models such as direct learning and modern apprenticeship throughout the process, cultivate vocational skills, and hone the spirit of craftsmanship.

3.4. Emphasize the cultivation of ritual and music, and integrate into regional intangible cultural heritage

Based on the unique value of intangible cultural heritage and ethnic skills in cultural identity and ritual and music cultivation, as well as their association with the characteristics of popular life, and the advantages of the “intangible cultural heritage” resources of Jinjing, a national historical and cultural city, its expanded position in cultural education is established. Through the collaboration of government, school, industry, and enterprises, we aim to bring intangible cultural heritage inheritors, their works, skills, and spirit to the campus. By inheriting intangible cultural heritage skills, creating intangible cultural heritage works, conducting online and offline intangible cultural heritage experiences, cultivating ritual and music literacy, and nourishing the quality of life.

4. Building a Comprehensive, All Encompassing, And All Media Cultural Education Carrier Through The “Three Entries of Culture”

Implement the “three cultural advances”, open up cultural education paths, build cultural education platforms and carriers, and form a full process, full time domain, and full media cultural education effect.

4.1. Culture into Curriculum - Whole Process Education

Develop a talent cultivation program system based on the perspective of cultural education, reconstruct the training objectives, professional standards, and curriculum system, and fully integrate cultural education. Develop a series of courses such as “Heart Reading of the Analects”, divided into three series: Confucianism, Industry, and Intangible Cultural Heritage, to provide students with a cultural boutique supermarket. Develop public basic courses and professional courses with cultural immersion, such as “Tai Chi+Physical Education” and “Lu Jin+Fashion Design”, to make the courses cultural, dignified, and nutritious. Develop cultural activity courses, incorporate extracurricular activities and social practices into the credit system, and organize and manage cultural activity courses in a standardized manner. Develop civilized learning and maintenance courses, covering daily behavior modules such as

clothing, food, housing, and transportation, to cultivate good civilized habits and cultural cultivation through proper etiquette and behavior.

4.2. Culture Enters Campus - Full time Education

Building a front line - Renhe Avenue, hanging classic quotes from the Analects of Confucius; Build two parks - Confucian Culture Park and Industrial Culture Park, and arrange sculptures and stone carvings of Confucian culture and corporate culture; Organize three classes - Confucius Academy, Enterprise Lecture Hall, and Confucian Run Lecture Hall, inviting renowned scholars and enterprises to give lectures on excellent traditional culture and modern industrial culture; Build four halls - Intangible Cultural Heritage Experience Hall, Shangneng Training Hall, Physical and Mental Fitness Training Hall, Cultural and Sports Exhibition Hall, six bases - Confucius Institute Headquarters Campus Experience Base, Filial Piety Culture Inheritance Base, Provincial Social Science Popularization Education Base, Campus Factory and other on-the-job experience bases, Traditional Culture Virtual Experience Base, Intangible Cultural Heritage Research Base, to construct a soft and hard integrated environmental culture. Create distinctive cultural norms such as classrooms, dormitories, restaurants, training rooms, sports venues, and reading rooms, and cultivate a culture of “weekly behavior and morality”. Create a spiritual culture where everyone becomes successful and shines. Form an implicit and immersive environmental education system that is full of culture and constantly promotes civilization.

4.3. Culture Enters the Internet - Comprehensive Media Education

Following the concept of integrated design, structured curriculum, and granular resources, we will lead domestic institutions and enterprises to establish a provincial teaching resource library and a digital intangible cultural heritage museum for the inheritance and innovation of Confucian culture and the hometown of Confucius and Mencius. Collecting multimedia technologies such as audio and video, animation, VR, etc., the system develops massive, shared, and interactive multimedia resources, establishes centers for courses, micro courses, etc., carries out resource retrieval, teaching guidance, and other service projects, provides learning methods such as PC, mobile APP, VR experience, etc., and supports 100000 people to learn online at the same time. Construct online open course groups such as “Heart Reading of the Analects” and provide three-dimensional teaching materials. Develop online “micro reading materials” such as “Chinese Traditional Festivals” and “Daily Practice of Civilized Behavior” as “portable books”.

5. “Three Classroom Experience”, Building an Education Model that Combines On Campus and Off Campus, Online and Offline, Knowledge and Action

In depth exploration of experiential teaching theory, student centeredness, practical application, integration of knowledge and action both inside and outside the school, online and offline, and implementation of three classroom linkage and experiential education.

5.1. The main classroom of the course guides cognitive experience

Building a curriculum culture and literacy classroom, making the classroom not only a place for learning knowledge and skills, but also a stage for cognitive experience and personal growth. For example, in the book “Heart Reading of the Analects,” the teaching content is integrated into topics such as benevolence, filial piety, and brotherly love for life cultivation. Teachers introduce classic Confucian phrases, use inspiring stories to stimulate inner emotions, use case analysis to guide interactive discussions, and appreciate the reading experience to trigger deep thinking and awakening, inspiring students to recognize classics and understand reason in their hearts. For example, the national quality resource sharing course “Diagnosis and Repair of Automotive Transmission System Malfunctions” integrates the “lean and trustworthy” industry culture of automotive services, the “7S” management culture of organization, rectification, and cleaning, and establishes practical, interactive, and cooperative literacy classrooms. Through cognitive experience, collaborative exploration, and teaching and learning, it inspires professional interest and hones craftsmanship.

5.2. The new online classroom cultivates a joyful knowledge experience

Based on the virtual experience base of traditional culture, we will carry out online simulation experiences such as classic recitation, real-life etiquette, festival culture, and opera culture. Through online promotion, virtual time travel, and joyful experiences, students can develop a sense of joy and closeness, master classic phrases through audio-visual, tactile, tactile, and cross temporal character costumes, enjoy the beauty of phonetics, and achieve the educational effect of self-cultivation, character development, heart nourishment, and moral education. Based on the “Inheritance and Innovation of Confucian Culture and the Intangible Cultural Heritage of Confucius and Mencius” provincial teaching resource library and intangible cultural heritage digital museum, we will develop generalized and reconfigurable digital intangible cultural heritage resources. Students can create intangible cultural heritage works online, inherit intangible cultural heritage skills, and experience the charm of intangible cultural heritage.

5.3. Practice in the classroom and experience hands-on knowledge

Taking the “six seasons” as the main line, including the enrollment season, regular teaching season, internship and training season, holiday season, festival season, and employment season, a systematic design of “six seasons and one hundred events” activity courses will be carried out over three years, which will be incorporated into the credit system and provide high-quality activity buffets. Students can choose their interests and have happy experiences, cultivate their interests through activities, and nourish their minds through experiences. Cultivate characteristic activity courses such as “Traditional Culture Festivals” that students compete to participate in, forming activity brands such as “May Flowers”, “Speech Analects” that thousands of students compete to participate in, and “Dormitory Culture Festival” that cannot be omitted. Based on the experience base of Confucius Institute Headquarters, on-site teaching points such as the Wanren Palace Wall of Confucius Temple, the Greedy Wall of Confucius Mansion, and Qufu Academy Village will be opened up, and study tours will be organized to experience and appreciate firsthand. Through daily activities such as loving the motherland and raising the national flag ceremony held by the national flag guard team, social practice experiences such as volunteer service and summer practice, life practice experiences such as filial piety, love for the elderly, gratitude

and feedback, and daily training experiences such as clothing, food, housing and transportation, we have gained a deep understanding and knowledge from perception, and integrated knowledge and action.

6. Innovation Points of the Cultural Education Model of “Three Integrations, Three Integrations, and Three Classrooms”

6.1. Innovation of cultural education ecosystem

According to the theory of educational ecology, build an “ecological tree” cultural education and growth model. Rooted in the rich cultural soil of the hometown of Confucius and Mencius, with the goal of “high-quality, skilled, and talented” talents as the fruit, the carrier of “cultural integration” as the stem, branch, and leaf, the content of “cultural integration” as sunshine, rain, dew, and atmosphere, the experience of “three classrooms” as the cycle of the four seasons, full-time and part-time teachers as gardeners, and the mechanism of “three collaborations” as compound fertilizer, a cultural education ecosystem of “three integrations, three integrations, and three classrooms” is formed. Highlighting the integrity of educational goals, the diversity of educational cultures, the multidimensionality of educational carriers, the richness of educational models, the diversity of educational mechanisms, the openness of the educational process, and the practicality of educational effects, it enriches and develops the theory of quality education^[2].

6.2. Innovation of Cultural Education Curriculum System

Breaking through the bottleneck of “curriculum based” cultural education, promoting the curriculum based development and pedagogical transformation of educational culture, and forming a “four in one” cultural education curriculum system. Cultural specialized courses, including compulsory cultural courses such as “Chinese Traditional Culture”, specialized cultural elective courses such as “Automotive Culture and Professional Ethics”, and cultural elective courses such as “Kai Wood Carving”, providing students with precise special supply and high-quality self-service; Cultural immersion courses, incorporating cultural elements into public and professional courses, redefining curriculum standards and lesson plans that highlight the cultivation of literacy, so that the courses have culture, dignity, and nourishment; Cultural activity courses, with a systematic design of three years, six seasons, and one hundred cultural activities, organized as clubs, managed as courses, covered by all staff, and carried out on a regular basis. Each time there is a plan and credits, students have the opportunity and can excel; Civilized learning and nurturing courses cover learning, life, entertainment modules, and 12 daily behaviors, which are counted as learning and nurturing credits, and are conducted with courtesy and etiquette. We have achieved the curriculum, academic differentiation, and institutionalization of cultural education.

6.3. Innovation of Cultural Education Teaching Mode

Innovate the three gradient experiential teaching model. The first gradient immersion experience: firstly, the civilized campus is infused with civilized words and deeds; The second is to cultivate moral character through cultural lectures such as Confucius Institutes. The second gradient learning experience: firstly, teachers in the classroom become angry and learn through guidance; The second is that the master of the intangible cultural heritage museum passes on the knowledge orally and teaches

by example, while studying; The third is the on-site experience of “Three Confucius and Four Mencius”, which was learned during the tour; The fourth is virtual travel through the internet, learning from music. The third gradient of practical experience: firstly, active participation in club activities; Secondly, social practice and implementation; The third is daily practice and practice. Through the combination of “watching, listening, wandering, speaking, writing, thinking, and doing”, students can develop cultural power, enhance their sense of identity, internalize it in their hearts, externalize it in their actions, and solidify it into practice through physical and mental experiences^[3].

7. Conclusions

By implementing this project, it can help undergraduate colleges cultivate distinctive campus culture, form distinctive campus culture brands, improve the quality of students and teachers, gradually form the humanistic spirit of universities, and effectively improve the cultural character of students, the cultural taste of teachers, and the quality of campus culture.

Conflicts of Interest

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

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