

Research on Strategies to Effectively Carry Out Chinese Traditional Cultural Education Activities in Primary Schools Based on the Theory of Children's Cognitive Development

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Keywords: Children's Cognitive Development Theory, Primary School, Chinese Traditional Culture Education

Abstract: In recent years, in response to the call of the Party Central Committee and the country, schools of all types and levels across the country have carried out different forms and types of Chinese cultural education. The primary school stage, as the enlightenment stage of Chinese traditional culture for young people, is particularly important for the inheritance and development of China's excellent traditional culture. Based on Piaget's theory of children's cognitive development, this study explains the importance and necessity of Chinese traditional cultural education in primary schools. Based on the current situation of Chinese traditional cultural education in primary schools, this study proposes ways to effectively carry out Chinese traditional cultural education activities in primary schools.

1. The Connotation of Chinese Traditional Culture Education

Chinese traditional culture is also called Chinese culture. "Tradition" represents the evolution of history, and it means "inheritance", which refers to the ideological and humanistic spirit, moral character, cultural system, and behavioral methods passed down through history. Chinese traditional culture covers a wide range of areas. It is based on Confucianism and also includes Taoism, Mohism, Buddhism and other cultural forms. Traditional Chinese culture is the spiritual pillar of the Chinese nation. It includes both material culture and spiritual culture. It is the sum of various ideological, cultural and value forms formed during the historical development of the Chinese nation.

2. The Importance and Necessity of Chinese Traditional Culture Education in Primary Schools

(1) The education of traditional Chinese culture in primary schools is in line with the needs of the modern society [1]. China is an ancient civilization with a splendid history and culture, and the Chinese nation is a nation with excellent historical and cultural heritage. In the long historical process, the Chinese descendants of Yan and Huang have formed an extensive and profound traditional Chinese culture. This is the precious spiritual wealth of the Chinese nation, which has always nourished every son and daughter of the Chinese nation. However, since modern times, the value of traditional Chinese culture has been challenged by Western civilization. On the one hand, since the mid-19th century, China's excellent traditional culture has gradually been reduced to a position of being questioned, reflected and criticized in the process of head-on confrontation with modern Western civilization. For a long time, the idea of advocating learning from advanced Western civilization has gradually evolved into a complete denial of traditional Chinese culture. Traditional Chinese culture is even considered to be the reason that hinders China's progress towards modern civilization. On the other hand, in today's era of globalization, especially among contemporary teenagers, more and more people's awareness and identification with China's excellent traditional culture have greatly declined. Today, with the rapid development of globalization, multiculturalism is prevalent, and our country's traditional culture has been impacted by multiculturalism. In recent years, the "Korean Wave", "Japanese Wave", and "Overseas Festival" have attracted great attention among our country's minor groups. Favored, the environment for the inheritance and development of my country's traditional culture has become increasingly severe. How to cultivate students' cultural identity among teenagers has become an urgent problem to be solved [2].

At the same time, with the rise of Western natural sciences and the prevalence of instrumentalism and rationalism, "knowledge is power" has become a belief that people strive to catch up with modernization. The traditional education model aimed at scientific knowledge education occupies a dominant position in school education. Max Weber once pointed out, "On the one hand, education is biased towards knowledge education, and on the other hand, humanistic knowledge education is neglected in knowledge education." In the modern development of society, we will inevitably encounter many problems caused by modernization. Drawing on traditional culture, that is, tracing back to its origins and seeking a way out for modernization from traditional culture, is a clear way to solve the dilemma of modernization. China has rich historical and cultural resources, and it should be an unavoidable idea to seek transcendence by drawing on traditional culture.

(2) Carrying out Chinese traditional cultural education at the primary school level is a reflection of responding to the country's call for traditional cultural education and implementing national education policies, and it lays the foundation for the great rejuvenation of the Chinese nation. Since the 18th National Congress of the Communist Party of China, the Party Central Committee has placed the promotion of my country's excellent traditional culture in a prominent position. General Secretary Xi Jinping said in his speech at the 18th collective study session of the Political Bureau of the CPC Central Committee that "Chinese traditional culture is our most profound cultural soft power and is also the cultural fertile ground for socialism with Chinese characteristics to take root." In his speech at the 12th collective study session of the Political Bureau of the CPC Central Committee in 2013, General Secretary Xi Jinping said that "it is necessary to increase positive publicity for the excellent culture and glorious history of the Chinese people and the Chinese nation, through various forms such as school education. ...". General Secretary Xi Jinping once again emphasized at the 10th National Congress of the China Federation of Literary and Art Circles in 2016 that "Chinese culture continues the spiritual blood of our country and nation and needs to be

protected from generation to generation [3]. It is necessary to strengthen the excavation and elucidation of China's excellent traditional culture...". In 2014, the Ministry of Education also issued a notice on the "Guidance Outline for Improving Excellent Chinese Traditional Cultural Education" to provide guidance on how to strengthen the education of excellent traditional Chinese culture under the new situation. Therefore, vigorously promoting China's excellent traditional culture and educating students about excellent traditional culture have become important tasks for school moral education in the new era. How to creatively inherit and carry forward the traditional virtues of China is the historical responsibility of every Chinese, especially the young generation. It is also an important direction that every educator should continue to explore in depth.

Carrying out Chinese traditional culture education at the primary school level can help students understand and love Chinese culture. Cultivate students' cultural identity and national self-confidence, enhance national cohesion, and ultimately lay the ideological foundation for the great rejuvenation of the Chinese nation.

(3) Carrying out Chinese traditional culture education at the primary school level is a practical need to promote the all-round development of students. The primary school stage is the basic stage for the formation of students' values, outlook on life, and world view. It is also a critical period for individual ideological enlightenment and behavioral development. According to Piaget's research on children's cognitive development theory, primary school students (7-11 years old) are in the concrete operation stage. It is also at this time that students' moral development level gradually transitions from the heterodiscipline to the self-discipline stage. Primary school students are highly imitative and malleable, but lack the necessary judgment and are easily influenced by multiculturalism. Primary school students are in a critical period of physical and mental development. It is an important period for the implementation of excellent traditional cultural education and the initial period for practicing the core ideas and concepts of excellent Chinese traditional culture. Systematic study of traditional Chinese culture can promote the development of primary school students' ideological and moral ethics and help students form correct attitudes. It is of far-reaching significance for the outlook on life and values to shape good moral qualities.

3. Based on the Theory of Children's Cognitive Development, The Characteristics of Primary School Students' Cognitive Development and the Characteristics of Their Moral Development Stages

According to Piaget's theory of child cognitive development, the development of children's cognitive structure includes four aspects: schema, assimilation, accommodation and balance. Schema is the core concept, which refers to the transfer or generalization of the structure or organization of actions due to repeated repetition in the same or similar environment. The subject responds differently to external stimuli based on its own different representations. The schema originally came from heredity. Later, it was continuously changed and enriched in the continuous interaction with the environment. This process was divided into assimilation, adaptation and balance according to different conditions, and finally a new schema was gradually formed. Assimilation and accommodation are two forms of adaptation. Balance refers to the balance between the two functions of assimilation and accommodation. Whenever children encounter new things, they always try to use their original schemas to assimilate them in the process of understanding. If they succeed, they will gain a temporary cognitive balance. On the contrary, children adapt, adjust original schemas or create new schemas to accept new things until a new cognitive balance is reached. The development of children's psychology is essentially the continuous improvement of schemas from a lower level to a higher level, so that the psychological structure continues to change and innovate, forming different levels of development stages.

Through the continuous process of assimilation, adaptation and balance, children's cognitive schemas have formed essentially different psychological structures and different stages of children's psychological development. Piaget roughly divided children's cognitive psychology into four stages. Among them, primary school students who have just entered school are mainly in the pre-operational thinking stage (2 to 7 years old). This stage is based on the development of the previous stage. Various perceptual motor schemas begin to be internalized and become representations or image schemas. Especially due to the emergence and development of language, children are prompted to use representational symbols to replace external things more and more frequently. This is representational thinking. Children at this stage should consciously carry out tasks to form a balance, such as cultivating children's preliminary scientific concepts such as weight, capacity, speed, time, etc. through observation, measurement, calculation and other activities. Students in the middle and lower grades of primary school are mainly in the concrete operational stage (7 to 10 years old). At this stage, children's cognitive structure has been reorganized and improved, their thinking has a certain degree of flexibility, their thinking can be reversed, they have acquired the conservation of length, volume, weight and area, and can rely on specific things or representations obtained from specific things. Carry out logical thinking and cluster operations. In education and teaching, children should be guided to do more skill training, and according to the characteristics of children's preliminary logical thinking, children should form various scientific basic logical concepts and logical classification abilities through teaching activities, and master various logical relationships, such as sequence relationship, transitive relationship, etc. In the upper grades of primary school, primary school students enter the formal operation stage (12 to 16 years old). Through continuous assimilation, adaptation, and balance, concrete operational thinking gradually emerges new operational structures based on the old concrete operational structures. This is mature formal operational thinking similar to adult thinking, which means that form and content can be combined in the mind. Separate, you can leave specific things and think logically based on assumptions. At this stage, rules are no longer rigidly followed, and rules are often violated because they are inconsistent with the facts. Go against the rules or violate the division commander. For children at this stage, teachers and parents should not take too many orders and coercion Sexual education should encourage and guide them to make the right choices on their own [4].

According to Piaget's theory of moral cognition development, which is stated in his study of children's moral cognition, moral cognitive development is divided into three stages. The first is the pre-moral stage. As the initial stage, it is mainly aimed at children under 5 years old. Children at this stage are not bound by various social behavioral norms, their behavior is easily affected by external influences, and they are more inclined to obey the arrangements of their parents and teachers. Next is the heteronomous morality stage, which is mainly aimed at primary school students aged 5 to 10 years old. Heteronomy is the second stage of the development of moral cognition. Its main characteristics are: children's behavioral norms obey authority figures, and they have a sense of obligation to follow the authority's standards and obey authoritative rules; they evaluate the good or bad of behavior based on the consequences, and do not Judgments will be made based on the actor's behavioral motivations. In the upper grades of primary school, primary school students reach the self-disciplined moral stage, which is also the final stage of moral cognitive development. Its main characteristics are: recognizing that rules are not static, but can be modified accordingly according to people's needs; judging the quality of behavior will comprehensively consider the subjective motives or intentions of the actors, rather than just consider the consequences; having a sense of fairness and justice, and being able to comprehensively consider the interests of yourself and others; advocating appropriate punishment rather than severe punishment [5]. To sum up, it can be seen that students at the primary school level have extremely strong plasticity. Combining Piaget's theory of moral cognitive development,

providing appropriate Chinese traditional cultural education to primary and secondary school students at different stages of their moral cognitive development can not only stimulate students' positive psychological state, but also promote the development of Chinese traditional cultural education and teaching to a certain extent to carry out [6].

4. The Current Situation of Chinese Traditional Culture Education in Primary Schools

After a series of questionnaire surveys and interviews, it was found that the current situation of Chinese traditional culture education in primary schools is as follows figure 1-2:

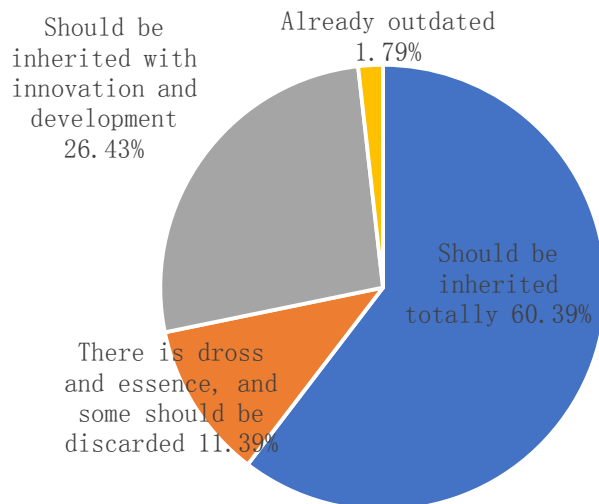


Figure 1. Students' attitudes towards Chinese traditional culture education

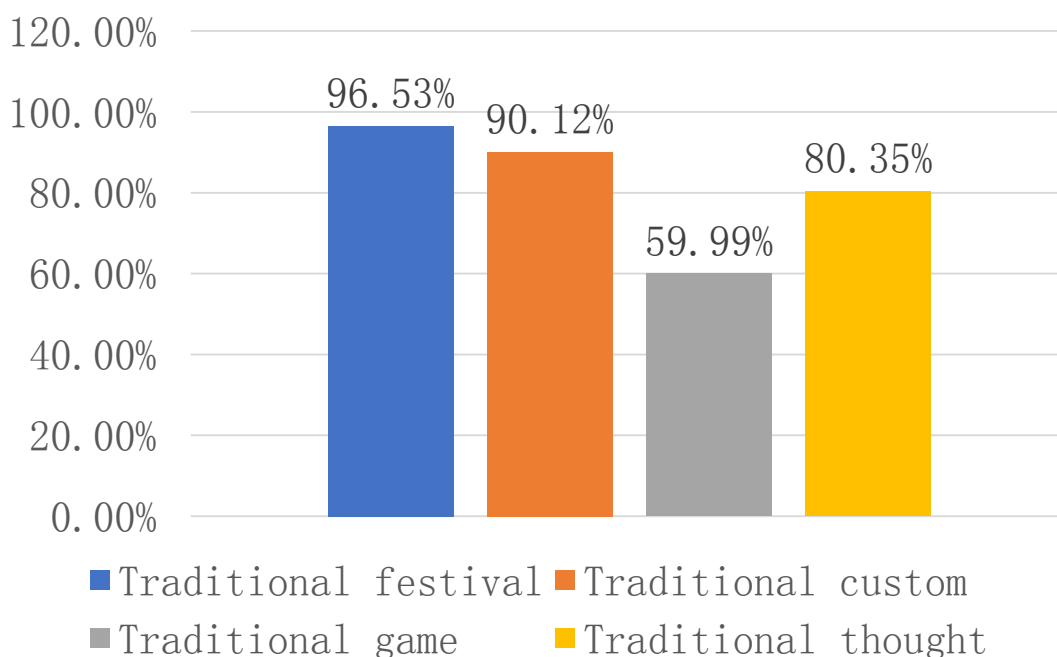


Figure 2. Students' understanding of Chinese traditional culture

5. Countermeasures to Effectively Carry Out Chinese Traditional Cultural Education Activities at the Primary School Level

Based on the aforementioned Piaget's theory of children's cognitive development, moral cognitive development theory and Kohlberg's "three stages and six levels" theory of moral development stages, as well as the analysis of the current situation and causes of Chinese traditional cultural education in primary schools, we can improve the effectiveness of Chinese traditional cultural education through the following paths.

(1) Increase the reserve of excellent traditional Chinese culture teachers and improve teachers' Chinese traditional cultural literacy. According to Piaget's research, primary school students have a strong sense of authority and believe that anything chosen by an authority figure is good and anything criticized by them is bad. Moreover, primary school students have a strong intention to imitate authority figures, so improving teachers' Literacy in traditional Chinese culture is very important. In order to increase the reserve of excellent traditional Chinese culture teachers and improve teachers' Chinese traditional cultural literacy, on the one hand, it is necessary to select some teachers with traditional cultural literacy to educate and teach Chinese traditional culture [7]; on the other hand, more importantly, it is necessary to regularly organize in-service teachers Carry out traditional cultural studies and strengthen the training of Chinese traditional cultural literacy for in-service teachers.

(2) Improve the construction of Chinese traditional cultural environment on campus. According to Piaget's point of view, we know that the cognitive schema of primary school students initially comes from inheritance [8], and then continues to be changed and enriched through continuous interaction with the environment. Educator Homlinsky once vividly compared the influence of campus culture. He said: "Let every wall of the school speak." First of all, the overall planning of the campus should incorporate elements of excellent traditional culture. For example, the campus should be decorated with celebrity sculptures, portraits of celebrities, famous sayings and other culturally rich decorations, as well as the integration of local characteristic traditional cultural resources. Attention should be paid to the construction of campus cultural facilities. For example, libraries, reading halls, archives, and school history halls are all carriers of campus culture and campus spirit. You can also make full use of the functions of the library to collect books on traditional culture for students to read. The school's history museum is open to students free of charge, giving students more opportunities to understand the history and culture of the school and helping them develop a sense of identity with their alma mater. Finally, focus on the influence of the environment in micro-environments such as classrooms. For example, famous quotes can be posted in the construction of classroom environment, and teachers and students can jointly design decorations with traditional cultural styles, so that students can be infected by excellent traditional culture in their daily life and study, achieving a subtle effect. The school's publicity board is also an important carrier of material culture, such as displaying Chinese traditional cultural works. According to Piaget's theory of cognition, whenever children encounter new things, they always try to use the original schema to assimilate them in the process of understanding. If they succeed, they will obtain a temporary cognitive balance. In order to help students better understand Chinese traditional culture, when constructing the physical and cultural environment of the campus, we must not only consider its own natural conditions and teaching needs, but also combine regional cultural characteristics, reasonably integrate regional cultural resources, and build a campus with local characteristics. The material cultural environment combines the construction of campus material culture with the inheritance and promotion of regional culture, follows the development trend of the times, gives the school material environment more cultural connotations and educational connotations, and provides material conditions for cultivating students' cultural identity [9].

(3) Guide families to participate in Chinese traditional cultural education and form an educational joint force between home and school. According to Piaget's point of view, we know that primary school students, especially those in the younger and middle age groups, have a strong sense of authority. They believe that whatever authority figures choose is good, and whatever they criticize is bad. They also love to imitate. Behavior of authority figures in your mind [10]. Schools can enrich parents' knowledge of traditional culture and increase their attention by organizing traditional cultural themed activities, parent-child activities, and commemorative festival practice activities that students and parents participate in by organizing family traditional cultural education lectures, establishing a parent committee system, and promoting Parents actively participate in traditional cultural education activities organized by the school to create a good traditional cultural education environment for their children.

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