

## A Teaching Research on Regional Culture in the Course of Thoughts and Morals Training and Law Basic

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**Abstract:** The teaching reform of Thoughts and Morals Training and Law Basic (hereinafter referred to as the "basic course") has achieved initial success. It is an important topic for teachers in higher education institutions to engage in "basic courses" to actively seek regional education and the reform of "basic courses". It is a long way to go to fully understand the status of regional culture in the teaching of "basic courses" in colleges and universities, actively explore the bright spots of regional culture and realize the innovative connection between the regional culture and the teaching of "basic courses" in colleges and universities. If the succession of positive values in the excavation of regional culture is stressed, and at the same time the negative influences is objectively evaluated, and the connotation of regional culture is integrated into the teaching of "basic courses" in universities, gratifying results will be sure to achieve.

### 1. Research Status

Regional culture is a culture with a strong local culture which is accumulated and created by people in different geographical and social environments through a long historical process. People in different regions are greatly affected by the regional culture. It not only affects people's value judgments and right and wrong choice, but also affects people's attitude to life. With the deepening of education reform in higher education, people are increasingly aware of the importance of regional culture in teaching and learning in colleges and universities, and constantly explore how to incorporate regional culture into higher education. As early as January 2005, the Publicity Department of the Communism Party of China, the Ministry of Education of the People Republic of China jointly issued "Opinions of the Publicity Department of the Communism Party of China and the Ministry of Education of the People Republic of China on further strengthening and improving the ideological and political theory courses of institutions of higher learning" (Education Social Administration [2005] No. 5), which requires colleges and universities to strengthen discipline construction, curriculum reform and teaching material improvement in the teaching of ideological and political theory. At the same time, it emphasizes the full exploitation of curriculum resources and utilization of local resources in the ideological and political theory education and teaching of college students. According to the instructions of the Central Government, after ten years of active exploration, at present, the academic circles have achieved some results in this regard. Some from the perspective of traditional culture of ideological and political teaching in colleges and universities, and some from the Confucian culture point of view, some from the red culture, some from the regional culture, some of the local culture to explore the ideological and political education in higher education reform and so on. It should be said that these studies provide a very good and constructive solution for our teaching. The teaching reform in ideological and political theory courses in colleges and universities will also make substantive progress in this regard. However, compared with the results of academic research, the research results of the reform of ideological and political theory courses and the connection of regional culture are in the initial stage in terms of quantity and quality, and the space for exploration is very broad.

## **2. Necessity of Integrating Regional Culture into the Course of Thoughts and Morals Training and Law Basic**

After the 18th CPC Congress, the Publicity Department of the Communism Party of China and the Ministry of Education of the People Republic of China proposed that After the 18th CPC Congress, the Central Propaganda Department and the Ministry of Education proposed that the task of integrating traditional culture into the teaching of ideological and political theory has been extensively carried out throughout the country. As a large province with traditional cultural resources, Shandong is at the forefront of colleges and universities nationwide. Although the situation varies from university to university, many colleges and universities have opened traditional culture as a public elective in the whole school. It is necessary to open a course of traditional Chinese culture, because it is a collective memory symbol of a national cultural gene and a core element in forming a common world outlook, outlook on life and values for the entire nation. Each nation becomes an important indicator of its own. With the rapid development of economic globalization, the national culture has become especially important. Rapid development has led to the search for spiritual satisfaction from the traditional culture. The combination of Marxism in China and the reality of China today not only refer to the combination with the present social reality but also to the traditional culture. At the theoretical level, the connotation of Marxism has been matched with the excellent Chinese traditional culture [85]. Based on the above reasons, we think it is necessary for universities to offer traditional Chinese culture classes.

## **3. Pay Attention to the Integration of Chinese Traditional Culture**

The traditional Chinese culture is inextricably linked with the Chinese regional culture. Therefore, the path to docking can be achieved by dividing the traditional culture into two parts: First, it expounds the content, spirit, characteristics and development process of Chinese traditional culture as a whole; second, it starts from the local culture to complete the province's regional culture teaching. It is noteworthy that in our province, due to the difference of geographical environment and the small scale regional culture within the regional culture, it is necessary to set up a special topic to explain. The western region of Shandong Province should focus on Lu's culture, such as Confucianism, canal culture, historical changes and historical celebrities. The eastern region should focus on Qi culture, peninsula culture, the Yellow River culture, historical changes and historical celebrities. Teaching content should select the most distinctive cultural phenomenon to explain and analyze. Under the ambitious historical narrative context, starting from the micro level, dissecting the regional culture and affair, as students are different in their own cultural environment, although they are very familiar with their own life, there is also a serious lack of understanding of traditional culture. Therefore, it is most likely to arouse students' interest in learning when deciphering the traditional culture and password of their own life. It's like psychologists interpreting your mental activity and letting you know your mental world through the interpretation of others. For example, Sima Qian in " Shi Ji: Biographies of Merchants" describes the social life and customs of people in Qilu area, and Sima Qian's state of Qi differs greatly from the people of Lu. "Therefore, southern Mount Tai is the ancient land of Lu, and Qi is the northern part of the land. Qi is a city which is surrounded by mountains and seas, has a radius of thousands of miles of fertile soil, is suitable for the cultivation of Mulberry hemp, and most people have colored silk thick, cloth and fish salt. Linzi is also a city between the East China Sea and Mount Tai. Local people calm and generous, sensible, and resourceful, love to talk about theory, but local concept is heavy. They are not prone to floating outflows and shy of gathering and fighting, but they dare to secretly hurt others. Therefore, they often rob others of property, which is the fashion of a big country. Here soldiers, farmers, workers, business, clerk five people all have. However, because Zou and Lu are close to the Zhushui River and Surabaya, they also preserve the farewell style of the Zhou family. Folk customs like Confucianism and etiquette, so local people are cautious and cautious. There is a lot of business Mulberry hemp industry, but no resources of mountains and rivers. There is little land, a large

population, so people are stingy sword, afraid of crime, and far from evil. By the time of decline, people love to do business and chase profits, so they are more powerful than the people around them. " "Lu's folk customs are stingy and stingy, while Cao Yong is particularly prominent. He relied on the rule of law to start his own business, and wealth amounted to tens of thousands of dollars. However, his father, brother, son, and grandchild all abide by the rules of this family that all must be paid, and every single move must be remembered. His family's leasing, money lenders, and business are all over the world. Because of this, many people in Zou and Lu area abandoned Confucianism and pursued wealth, which is influenced by Cao Yong. Qi customs are contempt servants, but the knife is just pay attention to them. The ferocious and cunning servants are people's worries, but they are only used by the knife makers to pursue the commercial interests of fishing and salt or to ride them in teams to make local officials and trust them more. Due to their help knives finally up to tens of millions of money. Therefore, some people say: "Instead of seeking an official from the government, it is better to be enslaved to the knives," saying that the knives can make their own husbands rich and able to do their best for him. " By comparing the records of Sima Qian and county records since the Ming and Qing dynasties and the social survey activities of students in their hometowns, students can easily have a strong interest in the local culture. Students can gain the interest and passion for exploring the truth so as to cultivate the students' ability of composing the texts so that the students can have a real sense of accomplishment and encourage them to think, read, collect information and conduct social surveys. These activities are undoubtedly of great significance for the training of research talents and applied talents.

#### **4. Pay Attention to the Combination of Theory and Practice**

Teaching methods must be diversified, especially the most important fieldwork. Theory comes from practice. Although historical cultural phenomena cannot find the original appearance today, cultural relics embody the connotation of regional culture in people's life and people's customs. Field visits, which many people see as a tourist process or take a fancy walk through the field, they think that the students have little educational significance. But I think this understanding is superficial, if travel on people's lives is not meaningful, why they choose tourism? Obviously this is ignorance of the significance of tourism culture. Cultural development is not an instantaneous, but evolved. We do not go to the ground to see, ask or remember how could we get the most direct experience and awareness? Although we cannot take all the students out for a walk, we must let them go to the countryside in phases and go to historic sites and museums to conduct teaching activities. It is possible that students may experience more immersive experiential teaching. Although students do not clearly demonstrate the students' practical experience in class, they will surely enhance their subtle meaning in their growth. "University teaching should be in accordance with the timing, there must be a formal schoolwork, and after hours rest should have extracurricular practice." Let students acquire the perception and comprehension of traditional culture in hands on practice. Teachers lead students to do a fuss, make full use of winter and summer vacations to complete the investigation of local cultural events, and write research reports. In the past teaching process, we found that when writing academic year papers and graduation thesis, students often choose large and empty topics. Each time a tutor instructs a student will takes a lot of effort, time consuming and labor intensive. But it is useless. In the process of teaching of regional culture, we should guide students to focus their thinking on a particular cultural phenomenon, focus on exploring the context of this cultural phenomenon, start from a small topic, and lay a solid foundation for its accomplishment. Cultivating students' keen powers of observation, developing good habits of collecting information, exercising their ability to write texts, tempering their comprehensive abilities, and enhancing their feelings of hometown and patriotism, and all these have fresh and realistic meanings.

#### **5. Strengthen the Construction of Teaching Staff**

In the construction of the team of teachers, experts need to be selected from different levels. In

2015, under the direction of the Publicity Department of the Communism Party of China, the Ministry of Education of the People Republic of China, Shandong Propaganda Department, and University Work Committee, Shandong Province has completed the work of connecting dignitaries with universities. From the senior theoretical and political theory courses in Shandong Province and experts and scholars in the social sciences, Shandong Province has taken up the task of teaching "two courses" in colleges and universities in the province, and this has been warmly welcomed by teachers and students in universities. At the same time, I consider that experts and scholars in the field of culture go to college to help improve the teaching quality and level of colleges and universities in all aspects. So if we invite the local learned Hongru Culture into the classroom is not more realistic meaning? Local culture experts are not civilians. They may not have academic qualifications or title titles. However, they possess the skills and knowledge of the context of local culture. Their language is also local and more regional and cultural. If such a group of local experts can be organized and a database of regional experts in culture established to teach the local culture in colleges and universities, they will receive unexpected results.

## **6. Integrate Teaching Resources**

In order to ensure the stability of teaching and the continuity of student learning, it is necessary to establish a stable teaching practice base. Nowadays, the orientation of running a university in colleges and universities is basically established. Research universities, research oriented universities, teaching and research universities, teaching oriented universities, especially the latter two universities, colleges and universities that aim at cultivating talents for social and economic development in service areas, while building a practical teaching base, we should not confine ourselves to students' learning. We should change our concepts so that students can become cultural successors and creators. The construction of practical teaching base should be strongly supported by the local government. Appropriate economic and spiritual support will make the construction of practical teaching base more powerful. The school should come up with the corresponding costs for the construction of practical teaching base so that the construction of a virtuous circle will be stable development of teaching to provide long lasting and reliable basic conditions. Provide teachers and students with practical teaching activities to provide a platform for foreign exchange. In the process of practical teaching, there will be many high quality research reports, student essays and other achievements. If only for the assignment to give a grade, then these sparkling words will be buried in the homework pile disappeared without a trace. In the case of too many articles today, undergraduate articles are rare. Therefore, it is suggested that colleges and universities should set up a platform for the achievements of their teachers and students in many aspects. It is suggested that the Journals of Colleges and Universities should set up a "cultural column in this region," with its own teachers as its main force and the research results of local experts.

We will actively explore the integration of regional culture into the course of thoughts and morals training and law basic, and integrate the bright spots of Qilu culture into the cultures of different regions. Based on the actual conditions in the region, we should actively explore a suitable path for student development and school development so as to promote our thinking Moral training and basic law courses received better teaching results.

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