



# A Practical Study of Integrating Chinese Traditional Culture into the Research Curriculum Mode

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## Abstract

In the era of globalization and cultural integration, Chinese traditional culture is showing new vitality. This study focuses on the unique cultural resources of ice and snow in Jilin Province and explores a research curriculum model that integrates Chinese traditional culture. This model skillfully combines ice carving, snow carving, skiing, and other ice and snow activities into practical teaching, effectively enhancing students' comprehensive quality and practical skills through experiential learning activities. Using the SWOT analysis framework, this paper systematically examines the strengths, weaknesses, opportunities, and challenges of this curriculum model. It proposes strategies such as enhancing teacher training, improving evaluation feedback mechanisms, innovatively applying scientific and technological methods, and strengthening brand building. These strategies not only guide the improvement of the curriculum system for research studies but also offer valuable insights for promoting students' holistic development and preserving Chinese traditional culture.

## Keywords

Chinese traditional culture; research course mode; ice and snow culture; SWOT analysis

## 1. Introduction

In the post-Winter Olympics era, the Chinese government introduced the "double reduction" policy, which aims to alleviate students' academic burdens and the pressure of extracurricular training, while simultaneously emphasizing the comprehensive development of education. The introduction of study travel courses has fundamentally transformed the traditional learning mode characterized by the passive reception of knowledge, thereby underscoring the significance of students' personalized development and highlighting the role of active cognition and engagement in the knowledge exploration process (Huang Juan, 2024). Within the context of this policy, the effective utilization of the Winter Olympics' legacy, particularly the ice and snow cultural resources, has emerged as a critical challenge for educational innovation. As a significant cradle of China's ice and snow culture, Jilin Province boasts abundant ice and snow resources and deep cultural heritage, offering distinctive regional advantages for the innovation of research curriculum models.

## 2. Overview of the research course mode

As an educational activity that integrates practice and interaction, the core concept of study travel is to enhance students' abilities to understand and solve practical problems by guiding them to engage in social inquiry and research.

Essentially, this activity represents an extension of quality education beyond the school environment. Through travel, students can observe, perceive, and engage in deep thinking during visits, thereby systematically absorbing and internalizing valuable knowledge (Shen Hejiang, Gao Haisheng, & Li Zhiyong, 2020). This educational model widens students' knowledge horizons and improves their overall quality. This study focuses on Jilin Province, exploring the integration of snow and ice culture with the after-school service model. Through regional resource utilization, the research aims to develop a course model integrating Chinese traditional culture with ice and snow culture and art. The course model comprises six core components (see Figure 1), which offer diverse cultural services to various audiences.

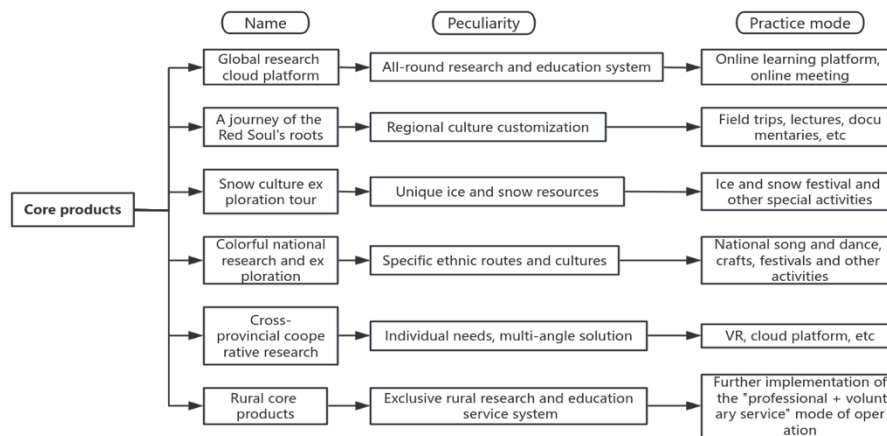


Figure 1. Six core products of the research course.

### 3. The research value of integrating Chinese traditional culture into research courses

#### 3.1 Promote the innovation of educational content and methods

The research course model integrates ice and snow culture with after-school services for a novel educational approach. It provides diverse cultural services to various audiences through six key components, offering flexibility and diversity in content. This model breaks the traditional classroom format, enabling holistic student development through ice and snow activities and artistic expressions. Students learn ice and snow sports like skiing and hockey, gaining insights into ice and snow sculpture creation and cultural significance. Experiential learning in real ice and snow environments emphasizes personal experience and reflection for knowledge mastery and skill enhancement. It also fosters cooperation and problem-solving skills (Tao Weijun, 2024). The curriculum design emphasizes interdisciplinary integration, combining sports, art, history, and geography to enhance students' comprehensive quality and innovative abilities (Zhao Ruili, 2022). The teaching evaluation system includes processes and multiple aspects such as performance, engagement, teamwork, and innovation. This approach reflects student growth and helps teachers adjust strategies. The curriculum model focuses on personalized cultural services, addressing diverse student needs through differentiated design and flexible methods. It supports the discovery of interests and educational innovation.

#### 3.2 Promote the inheritance and development of traditional culture

Teenagers gain a deeper understanding and experience of traditional Chinese culture, especially ice and snow culture, through research courses. These courses combine theoretical knowledge with practical activities like skiing, ice sculpture, and snow carving. These experiences enhance students' interest and understanding of the cultural significance of ice and snow culture. The courses facilitate the inheritance and development of traditional culture by encouraging active participation and a sense of identity and pride in ice and snow culture. Students are also encouraged to integrate modern elements into traditional skills, promoting contemporary development. The interdisciplinary teaching model allows students to understand the rich connotations of ice and snow culture from multiple perspectives. This holistic approach enhances students' overall quality and appreciation for Chinese traditional culture, promoting its inheritance and innovative development.

### 3.3 Cultivate students' practical ability and sense of responsibility

Through rich practical activities and real-world experiences, research courses cultivate students' practical abilities and social responsibility. These courses not only emphasize the transmission of theoretical knowledge but also prioritize practical operation and experiential learning, enabling students to master skills through hands-on practice and enhance their practical abilities. For instance, by participating in ice and snow projects, ethnic research, volunteer services, and other activities, students personally experience and solve practical problems, thereby improving their practical abilities. Additionally, this learning model encourages students to actively engage in social affairs and enhances their sense of social responsibility. Moreover, integrated interdisciplinary education enables students to understand and solve problems from multiple perspectives, fostering their innovative abilities and overall quality. This educational model not only enhances students' practical abilities but also deepens their sense of responsibility and mission to society, laying a solid foundation for their holistic development.

### 3.4 Promote students' personalized and all-round development

Research courses promote students' holistic development through diversified practical and experiential activities. These courses not only encompass academic knowledge but also enhance students' comprehensive skills and abilities through practical exercises, teamwork, and social activities. For instance, by engaging in natural science inquiries, national history and cultural experiences, and social service projects, students acquire knowledge beyond the classroom and develop practical skills, innovative thinking, and social responsibility. The promotion and optimization of research courses facilitate the better implementation of the "double reduction" policy, reducing students' academic burden and promoting their holistic development.

## 4. SWOT analysis

The SWOT analysis, also referred to as the situation analysis or the Dawes matrix, was developed by Kenneth Andrews (Kenneth R. Andrews, 1916-2005) and first introduced in his 1971 book, *The Concept of Corporate Strategy*. The framework centers on four dimensions: strength, weakness, opportunity, and threat, collectively known as SWOT, providing a systematic approach to strategic planning and decision-making. This framework allows for a comprehensive analysis and assessment of the internal and external environments of the organization (Yu Yue, 2024). The following example, based on the integration of Traditional Chinese culture (see Figure 2), illustrates a SWOT analysis.

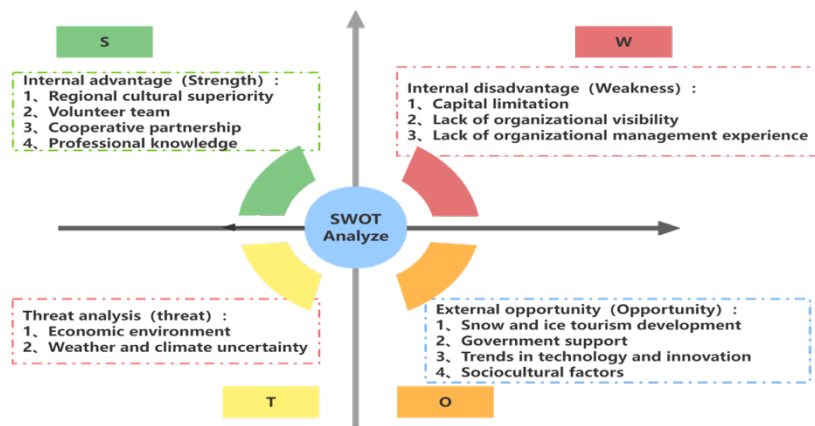


Figure 2. SWOT analysis of the research course mode of Chinese traditional culture integration.

### 4.1 Internal advantages (strengths)

When exploring an organization's internal strengths, a multi-dimensional academic approach is crucial. (1) Jilin Province's unique natural resources, cultural traditions, and folk culture foster ice and snow culture's growth, with snow arts, sports, and festivals leading the way. (2) The diverse and professional volunteer team in Jilin, passionate about ice and snow culture, ensures efficient project execution with clarity, flexibility, and innovation. (3) Local cooperation with schools, organizations, and enterprises promotes resource integration and culture popularization, leveraging

partner reputation and resources for joint publicity. (4) Volunteers with deep knowledge of Jilin's ice and snow sports skills design culturally relevant projects, enhancing experiences and participant skills. These four dimensions constitute the organization's internal strengths, supporting its steady growth.

#### **4.2 Internal disadvantages (weaknesses)**

In an in-depth analysis of internal disadvantages, we need to consider capital liquidity constraints, reputation building in the external environment, and practical management experience. These factors significantly impact the stability and development of the organization. (1) Capital liquidity constraints limit the scale and quality of ice and snow education volunteer activities due to funding shortages. Funding sources are often unstable, hindering comprehensive training support and promoting the project's long-term sustainability. (2) Limited awareness among ice and snow education voluntary organizations restricts volunteer and participant numbers, influencing project promotion and collaboration opportunities. To enhance awareness, organizations should build their brand, design appealing signage, and establish a clear vision and mission. (3) The organization may lack effective management, operational, and promotional experience in its early stages, leading to poor teamwork and low communication efficiency. To address this, organizations can provide management training, seek guidance, and establish internal communication mechanisms.

#### **4.3 External opportunities (opportunities)**

When conducting a SWOT analysis to explore external opportunities, we should look at it from a more nuanced and in-depth academic perspective. (1) Ice and snow tourism growth broadens the audience for ice and snow education volunteers, enhancing public interest and providing more promotion platforms. (2) Government support from Jilin Province provides financial and policy assistance to the organization. (3) Leveraging VR and AR technology creates immersive education experiences, while online education platforms expand training opportunities and cultural reach. (4) Jilin's rich ice and snow cultural resources form a solid foundation for volunteer services. Government support and cultural promotion inject artistic and innovative elements, attracting more participation. These four aspects are critical for the organization's strategic planning and future growth.

#### **4.4 Threat analysis (threats)**

In threat assessment, a rigorous academic approach is required to assess economic risks and explore climate/environmental impacts. (1) The unstable economic environment challenges voluntary service participation and financial support for ice and snow education volunteers. During recessions or fluctuations, spending on non-essential activities decreases, and donation willingness may decline, affecting funding and participation. (2) Climate and environmental variables are crucial. Global warming-induced extreme weather events impact snow and ice availability and activity progress. When planning activities, organizations must consider these uncertainties and maintain flexibility and responsiveness. Analyzing these aspects offers precise and comprehensive threat assessment, supporting strategic planning and ensuring sustainable development in a dynamic environment.

### **5. The development path of the research curriculum mode of integrating traditional culture**

#### **5.1 Improve the faculty strength and teaching level**

Conduct regular professional training for teachers and volunteers to enhance their knowledge of ice and snow culture and teaching skills. Invite domestic and international ice and snow culture experts to provide guidance and training, ensuring the quality of instruction. Through cooperative and exchange programs, invite distinguished domestic and international teachers and experts in ice and snow culture to participate in curriculum development and teaching, thereby enhancing the curriculum's professional level and appeal. Establish a platform for teacher exchange and learning, facilitating the sharing of teaching experiences and resources, promoting professional collaboration among teachers, and collectively enhancing the quality of education.

#### **5.2 Strengthen the course evaluation and feedback mechanism**

Develop a comprehensive evaluation system encompassing academic performance, practical application, teamwork, and innovative capability. Fully reflect students' growth, aiding teachers in timely adjustments of their instructional strategies. Gather student feedback on the course to comprehend their learning experiences and needs. The course

content and teaching methods are continuously optimized based on feedback to enhance the course's effectiveness and student engagement. Through parent-teacher meetings, community activities, and other channels, collect evaluations and suggestions from parents and the community to promote curriculum improvement and development.

### **5.3 Using scientific and technological means and innovative teaching**

Utilize VR and AR technology to create an immersive learning experience centered around snow and ice culture. Leverage digital teaching tools to enhance the course's interactivity and engagement, attracting more students to participate. Develop online courses and educational platforms to offer distance learning and training opportunities. Through the online platform, expand the reach of ice and snow culture education, disseminating the culture of Jilin Province more broadly. Utilize big data analysis to comprehend students' interests and needs in learning, providing personalized teaching content and methods. Through data analysis, continuously optimize curriculum design and teaching strategies to enhance instructional effectiveness.

### **5.4 Strengthen publicity channels and brand building**

Through multi-channel publicity, enhance the visibility and influence of the research courses. Leverage social media, traditional media, and school publicity to broaden the curriculum's social influence. By showcasing successful cases and students' learning outcomes, enhance social recognition and support for research courses. Organize exhibitions and showcase events to increase public understanding and participation in the study of ice and snow culture. Regularly hold activities and experiential projects related to ice and snow culture to attract more students and parents to participate. Through cultural activities, boost the course's appeal and attractiveness, enhancing student participation and satisfaction.

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