

## Effective Strategies for Traditional Culture to Penetrate into Geography Classrooms

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**Abstract:** This paper starts with the three aspects of relevance, science and comprehensiveness, and analyzes the principle of policy implementation of traditional culture infiltrating into the geography classroom. After that, it focuses on the rational setting of training objectives, flexible use of teaching methods, and scientific evaluation. The system and actively expand the content boundary four aspects, focusing on the strategy implementation method of traditional culture infiltrating into the geography classroom.

### 1. Introduction

In the era of the current development of quality education concepts, “traditional culture into the campus” has become the trend of the times. At this time, as an important part of the school knowledge education system, it is necessary for geography education to achieve organic penetration of excellent traditional culture in terms of goal setting, program design, content selection, etc., and create favorable conditions for students to achieve comprehensive quality growth in geography knowledge learning. .

### 2. The Principle of Policy Implementation of Traditional Culture Infiltrating into the Geography Classroom

First, the principle of relevance. In the process of teaching traditional culture infiltrating into the geography classroom, geography teachers must always pay attention to the correlation between traditional culture and geography education, and use the geography knowledge system as the carrier to put our excellent traditional culture into the teaching activities. In this way, on the basis of ensuring the focus of geography education, the mutual influence and mutual promotion of traditional culture and geography knowledge can be realized, and finally the comprehensive improvement of students' geographical quality and cultural accomplishment[1] can be realized.

Second, the principle of science. As a practical natural science subject, geography has strong rigorous research requirements in terms of knowledge elements and professional skills. Therefore, geography teachers should scientifically screen traditional cultural materials, so as to get rid of the fine, to falsify the truth, in order to provide students with more accurate and scientific education support, and cultivate students to develop an objective and dialectical attitude.

Third, the comprehensive principle. Geography disciplines are highly inclusive in terms of content categories and fields involved. From the universe to the stars, they are closely related to geography and knowledge. Therefore, in the context of geography education in combination with traditional culture, teachers must adhere to a high degree of comprehensive principles, and achieve the enrichment and extension of teaching content in various aspects such as natural laws, climate and geomorphology, history and culture, and customs.

### 3. The Traditional Culture Infiltration into the Geography Classroom Strategy Implementation Method

(1) Reasonable setting of student training goals in geography classroom

In order to ensure the practicality and orientation of classroom education, teachers must set

reasonable and professional student training goals before planning teaching programs and designing teaching processes. In the traditional geography teaching work, most of the teachers will set the training target in the knowledge range of geography subject, and require students to memorize the concept content such as latitude and longitude, climate zone, ocean current, mastering the skills of reading geography charts and operating geography instruments. Although this kind of target setting is good, it can well train students' geography professional quality level, but lacks certain comprehensiveness and extensibility, which deviates from the modern educational concept of cultivating students' full quality development.

Therefore, in the context of the current integration of traditional culture and geography classroom education, in addition to traditional geography knowledge and geography skills, teachers should also establish the correct behavioral concepts of students, cultivate students' patriotism, and strengthen students' awareness of environmental protection. The development goal is integrated into its own teaching ideology, in order to realize the inheritance and development of traditional culture and traditional spirit, and fully enhance the scientific and value of geography classroom education. For example, before carrying out ecological knowledge education related to ecological environmental protection, geography teachers can directionally and consciously implement the goal of "improving students' environmental awareness through traditional philosophical thinking" into the design plan of the teaching plan, and introduce accordingly. Confucian "Heaven and Man" thought, Taoist "Tao Fa nature" and other related traditional cultural materials, in order to guide students to more actively understand nature, close to nature, and protect nature[2].

#### (2) Flexible use of modern teaching methods in geography classrooms

In the traditional geography education field, a large number of teachers maintain the idea of "re-education", hoping to provide students with sufficient knowledge to accumulate support through their own teaching output and continuous enhancement of teaching output. Based on this, in the actual work process, these geography teachers often choose a one-way "instillation" teaching method, and implement "theoretical bombing" as much as possible for students in a fixed class time, which ultimately leads to students in one direction. Receiving and memorizing hardly produce a certain amount of thinking inertia. In order to improve this problem, modern geography teachers must reverse the traditional rigid thinking of "teaching, speaking and listening" when conducting geography classroom teaching based on traditional culture. Through flexible teaching methods and teaching activities, students should be more active and open. Join the classroom to learn. Specifically:

First, apply an interactive approach to teaching. In the application of this method, geography teachers should uphold the "student-oriented" educational philosophy and promote students' participation in traditional culture and geography knowledge through reasonable games and activities, and finally reach the intensive students. Actively learn enthusiasm and stimulate students' ideal effects of flexible learning. For example, when teaching students to learn the relevant geographic knowledge of the solar revolutionary cycle, teachers can introduce the traditional cultural elements of "the twenty-four solar terms" and lead students to "flower-spreading" classroom games. During the game, the teacher will issue a flower ball to the first row of students, and ask the students to pass the flower balls in order according to the order of the seats. At the same time, before the students pass the flower ball, they must report the names of "Lichun", "rainwater" and "shock" in order. If they fail to report, or if the reported solar terms are wrong, they will need to perform on the stage. Through such a game activity mode, students will "tighten their nerves" and devote themselves to the flexible memory of the "24th solar terms", thereby improving the goal of geography classroom teaching. At the same time, students can exercise their thinking and physical coordination[3] in the comprehensive application of hands, brain, mouth and eyes.

Second, we must apply a living teaching method. In order to further enhance the practical value of geography classroom teaching, and also to achieve the inheritance and popularization of China's excellent traditional culture, geography teachers should also bring the connection between geography education and student life reality through scientific teaching methods and teaching methods. Sex. For example, when teaching the relevant geographical knowledge of mountains and

mountains, geography teachers can invite students to talk about the famous mountains and rivers they have seen in their lives and travels, such as Mount Emei, Lushan, Wushan and so on. Afterwards, the teacher can display the corresponding landscape pictures for the students based on the famous mountain peaks mentioned by the students, and introduce ancient poetry works such as “Emeishan Moon Song” and “Wangyu Mountain Waterfall” to lead the students to appreciate different aspects from different angles. The beauty of the mountain is steep and magnificent. After that, students will consciously substitute geography knowledge and traditional cultural knowledge into the scenic spots during their outings, trips and other life activities, which will promote the externalization of geography classroom education.

### (3) Scientifically constructing an educational evaluation system for geography classrooms

The so-called “educational evaluation” means that teachers focus on a certain index of content, and collect, evaluate, analyze and summarize the students' staged learning outcomes. This work link not only helps to assess students' learning level, promotes the overall development of students, but also helps teachers to obtain the most practical teaching feedback and provide a basis for the optimization and upgrading of their teaching work. Therefore, in order to ensure the quality of education in geography classrooms and maximize the penetration value of traditional culture, geography teachers must construct a scientific and comprehensive education evaluation system.

In this system, in order to ensure the meticulous and comprehensive final evaluation results, geography teachers can divide the indicators into knowledge, skills, culture, ethics, behavior and other parts, and set the level of geographic common sense and scale operation accordingly. Indicators such as ability, festival characteristics, unity classmates, environmental behaviors, etc., and then give “excellent”, “good”, “pass”, “fail” and other evaluations according to the actual learning situation of different students. Later, geography teachers should also clarify the concept that “evaluation is not an end, training is the purpose”, and actively communicate with students with poor evaluation results to find out the weaknesses in learning geography and learning traditional culture. And provide targeted learning advice and guidance help.

### (4) Actively expand the boundaries of teaching content in geography classrooms

The student group has a strong interest-oriented character in both ideological activities and behavioral activities. At this time, if the geography teacher is limited to the limited textbook materials, it will be difficult to arouse students' active interest in geography knowledge and traditional culture learning, and the quality of teachers' teaching is difficult to reach a high level. Therefore, under the objective background of the continuous development of modern educational technology and educational conditions, geography teachers should actively expand their educational ideas and explore classroom teaching materials from multiple channels such as life, internet and books. Specifically:

First of all, teachers should actively explore local materials to achieve the expansion of teaching content. The hometown is a place where students are born and raised. Introducing the historical culture, scenic spots, climate and geomorphology of the hometown into the geography classroom education can greatly enhance the students' psychological belonging and stimulate students' ability to learn and substitute. For example, when geography teachers in Shaanxi Province explain the geographical knowledge of the “Four Plateaus”, they can introduce local elements such as Terracotta Warriors and Horses and Northern Shaanxi culture into the teaching process, and guide students to develop climate, culture, common plants, etc. around the homeland Loess Plateau. In the experiential discussion of the aspect, the subtle influence of the students' geographical practice ability is realized.

Second, teachers should actively cite multimedia resources to expand the content of teaching. Multimedia resources have strong sound, light and color integration capabilities, which can effectively enhance the concrete and three-dimensional content of knowledge, and play an important role in the classroom teaching atmosphere. Therefore, in the process of infiltrating traditional culture into geography teaching, geography teachers can play video clips of documentaries such as “Blue Planet” and “Power of the Earth” for students to break the boundaries of teacher space and help in teaching situations. Students walk into a highly restored natural

atmosphere to enhance their learning experience. In this way, students can have a three-dimensional understanding of the ocean, glaciers, and earth structure under the multi-sensory support of multimedia resources, and realize the concept of natural protection and effective inheritance in traditional culture.

#### **4. Summary**

In summary, geography teachers scientifically mine the intersection of geographic knowledge and traditional cultural elements, and infiltrate students with purpose and method through classroom teaching activities, which helps to strengthen students' natural views, values, learning views, etc. The overall level of conceptual ability will eventually train students to establish sound and positive personality qualities.

#### **References**

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