

Research on the Application of Family Tradition Culture in Morality and Rule of Law Course

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Abstract: Family tradition constitutes the spiritual core of a family. Sound family traditions of countless families combine to shape the overall social ethos and even affect national development. This study focuses on the application value of family tradition cultural resources in the course Ideology, Morality and the Rule of Law. It holds that these resources can enrich teaching content, enliven classroom atmosphere and improve teaching effectiveness. The paper also analyzes the rationality and necessity of integrating family tradition culture into curriculum teaching. Rather than serving as a mere ornament in teaching, family tradition culture can subtly influence students' thoughts and behaviors, and thereby enhance their learning performance in ideological, moral and legal literacy.

1. Overview of Cultural Resources of Family Ethos

As a vital part of China's fine traditional culture, family tradition culture is endowed with abundant resources for moral education and rule of law education. Integrating it into the course Ideology, Morality and the Rule of Law helps carry forward fine traditional Chinese culture and enrich the connotation of the curriculum. It also strengthens students' emotional recognition of moral and rule-of-law concepts as well as their practical capabilities, facilitates the organic integration of family virtues, social morality and personal ethics, and provides solid support for fostering well-rounded socialist builders and successors who develop morally, intellectually, physically, aesthetically and through labor.

1.1. Types and Characteristics of Family Tradition Cultural Resources

It is necessary to thoroughly explore the connotation, denotation and historical evolution of family tradition culture, along with its diverse manifestations including family rules and precepts, clan stories and time-honored customs related to family traditions. Researchers and teachers should get acquainted with typical cases of family tradition culture from different regions and historical periods, and understand the traditional moral ideas, value orientations and evolutionary rules embodied in its inheritance. On this basis, we can accurately select cultural resources compatible with the content of each chapter of the course and deliver easy-to-understand explanations in class.

Family tradition cultural resources can be categorized in various ways. By manifestation, they fall into written documents, stories, physical objects and folk customs, each with distinct features.

This paper sorts out the historical development of such resources, explores their evolutionary traits and social functions across different historical stages, and analyzes their important role in inheriting China's fine traditional culture. The findings can offer historical references for the application of family tradition cultural resources in the teaching of *Ideology, Morality and the Rule of Law* nowadays.^[1]

1.2. Exploration of Core Ideas and Values in Family Tradition Cultural Resources

Family tradition culture contains a wealth of traditional virtues, such as respecting the elderly and caring for the young, being honest and trustworthy, being diligent and thrifty, and fostering a deep love for the family and the nation. Effective inheritance approaches for these virtues are further discussed herein. This study also sorts out the value orientations embodied in family traditions, including prioritizing righteousness over material gain, emphasizing self-cultivation and pursuing harmonious coexistence. It analyzes the significance of these values for contemporary society and individual development, so as to lay a foundation for aligning family tradition culture with curriculum teaching.

1.3. Collection and Sorting of Family Tradition Cultural Resources

This study explores diversified approaches to collecting family tradition cultural resources, including consulting ancient documents, conducting field visits to clan settlements and museums in various regions, and distributing online and offline questionnaires to investigate public cognition and inheritance status of family traditions among different regions and groups. It further explores methods for screening and sorting massive collected family tradition cultural resources. Based on their relevance to each chapter of the course *Ideology, Morality and the Rule of Law* and the applicability to student groups, the collected resources are classified and archived to establish an effective resource database.

Solid preliminary research sorting and comprehensive data preparation lay a firm foundation for the in-depth development of the research on the application of family tradition cultural resources in *Ideology, Morality and the Rule of Law*. Meanwhile, they guarantee the scientificity, systematicness and effectiveness of the follow-up research.

2. The Relevance between Family Tradition Cultural Resources and the Course *Ideology, Morality and the Rule of Law*

As a treasure of traditional Chinese culture, family tradition culture embodies profound moral concepts, value orientations and codes of conduct. It is highly consistent with the core socialist values, the inheritance of traditional virtues, and the cultivation of civic morality emphasized in the course, thus serving as a valuable supplement to the course's theoretical system.

2.1. Consistency in Value Orientation

Family tradition culture is a pivotal component of fine traditional Chinese culture. When students learn about family traditions, stories and instructions passed down in their own and other outstanding families, they gain a profound appreciation of the enduring and profound nature of traditional Chinese culture, thereby enhancing their sense of identity and pride in national culture. For instance, the Qian family adheres to the family instruction: "Do not pursue benefits for oneself; always pursue benefits for the nation." This ethos has nurtured numerous talents who have made remarkable contributions to the country and society.

The course *Ideology, Morality and the Rule of Law* aims to foster students' sound ideological and moral qualities, legal literacy, and correct values. Family tradition cultural resources share overlapping and complementary educational goals with the course in shaping personal morality, nurturing social conduct, and inheriting national spirit. This section explores how family tradition cultural resources can further refine and strengthen the pathways to achieving course objectives.

2.2. Consistency in Educational Functions

First, family tradition culture facilitates the cultivation of individual morality. Moral education constitutes the irreplaceable core of holistic student development, focusing on shaping students' character and guiding their behavioral growth. Sound family traditions embrace universal moral norms, including respecting the elderly, caring for the young, upholding integrity, and treating others with kindness. These long-standing ethical principles subtly shape individuals' mindset and daily behaviors. Integrating family tradition cultural resources into the course of *Ideology, Morality and the Rule of Law* enables students to reflect on their own words and deeds by referring to fine traditional family virtues. In this way, students can internalize excellent familial ethics into personal moral literacy and develop sound individual morality. For example, the Zeng family's core values of diligence, respect and harmony can inspire students to maintain diligent learning attitudes, respect teachers and peers, and build harmonious interpersonal relationships in daily study and life.

Second, family tradition culture promotes the overall improvement of students' moral attainment. This study explores how family tradition cultural resources influence the cultivation of students' personal morality, family virtues and social ethics. Adopting long-term classroom observation, comparative analysis and continuous recording of students' behavioral performance, the paper confirms the positive effects of fine family traditions in fostering students' virtues such as integrity, benevolence, solidarity and mutual friendship. By absorbing and internalizing the fine moral connotations of traditional family culture, students can establish stable personal codes of conduct and positive value systems, thus achieving sustained progress in moral cultivation.

Third, family tradition culture nurtures students' profound social dedication and national identity. Adolescent cultural and value education is essential for helping young people build positive life attitudes and social cognition. Traditional family cultures across Chinese history carry profound sentiments of dedication to society and the nation. The timeless family ethos of loyal dedication to public interests, represented by the Yue family's commitment to national service, has inspired countless descendants to safeguard collective interests and contribute to social development. Teachers can adopt these vivid and inspiring familial inheritance stories in classroom teaching to stimulate students' sense of responsibility and dedication. These concrete and touching cases transform abstract collective and national values into tangible and accessible spiritual beliefs, encouraging students to integrate sincere dedication awareness into their inner minds and translate positive spiritual cognition into practical responsible behaviors.

2.3. Consistency in the Construction of Knowledge System

Family tradition cultural resources are rich in moral concepts, value orientations and codes of conduct, which are highly compatible with the specific teaching sections of *Ideology, Morality and the Rule of Law*, including the cultivation of core socialist values, traditional Chinese virtues, civic morality and the awareness of the rule of law.

This paper conducts an in-depth exploration of the intersections between family tradition cultural resources and the curriculum, and establishes an integration framework to realize their thorough combination. Based on the correlation analysis, it constructs a complete theoretical framework for integrating family tradition cultural resources into classroom teaching. From the perspectives of

teaching objective formulation, teaching content arrangement and teaching method selection, this part elaborates on the ways to achieve their organic integration, so as to provide theoretical guidance for subsequent teaching practice.

3. The Value of Applying Family Tradition Cultural Resources in the Course Ideology, Morality and the Rule of Law

This section explores the concept, connotation, denotation and specific content of family tradition cultural resources—such as family rules and precepts, clan stories, traditional customs, and spiritual symbols of the family. It analyzes the moral concepts, value orientations and educational significance embodied in each form. From multidisciplinary perspectives including culturology, pedagogy and ethics, it provides a theoretical interpretation of family tradition cultural resources and explores their unique value in contemporary moral education.

3.1. Enriching Teaching Content

Family tradition cultural resources can expand the classic cases used in *Ideology, Morality and the Rule of Law*. The course covers many abstract theoretical knowledge points, while family tradition culture provides a wealth of vivid and practical examples for classroom integration. For instance, *Yan's Family Precepts* imposes strict requirements on descendants' self-cultivation, academic pursuits and social conduct, urging them to uphold virtues such as diligence, modesty and courtesy. Similarly, *Fu Lei's Letters* exemplifies the teaching by words and deeds in fostering children's moral character and artistic accomplishment. When teaching the section on traditional virtue inheritance, teachers can introduce specific precepts to help students intuitively understand how ancient people practiced and passed on virtues, making abstract theories concrete and accessible.

Family tradition resources also facilitate students' understanding of theoretical knowledge in the course. For example, analyzing the emphasis on personal moral cultivation in fine family traditions corresponds to the civic-level requirements of core socialist values: patriotism, dedication, integrity and friendship. Examining family traditions that stress abiding by rules and maintaining public ethics helps students grasp the importance of citizens consciously respecting and using the law in building a rule-of-law society, as well as the connotation of the rule-of-law concept—enhancing their comprehension and mastery of abstract course theories.

3.2. Expanding Knowledge Dimensions

Regions and clans across China boast distinctive family traditions: for example, clans in Fujian's tulou (earthen buildings) uphold traditions of unity with neighbors and care for the clan; Shanxi merchant families adhere to integrity in business and diligence and frugality. Incorporating these diverse resources into the classroom broadens students' cultural horizons, acquainting them with the rich, profound folk cultural heritage and expanding their understanding of social and cultural knowledge.

It also deepens students' grasp of family tradition culture—its connotation, forms (rules, stories, rituals) and evolution—highlighting its role as a vital part of fine traditional Chinese culture. This complements textbook limitations, refining students' cognitive framework for traditional moral norms. For example, students learn how clans throughout history concretized virtues like benevolence and integrity in their traditions, enriching their understanding of moral education in the course.

3.3. Enhancing Teaching Effectiveness

Stimulating Learning Interest: Narrating family stories, displaying cultural artifacts or screening documentaries (e.g., Hakka Family Precepts) captures students' attention and curiosity. Such vivid presentations encourage active engagement with underlying moral and legal knowledge, boosting classroom participation.

Promoting Integration of Knowledge and Action: General Secretary emphasizes the need to “make good use of the big ideological and political course,” stressing its integration with real life. Family tradition culture is lived, not just taught. Guiding students to connect classroom learning with reality enhances the course's practical impact. After learning fine traditions, students can collaboratively draft family rules with their families and practice them, translating moral cognition into action—achieving the goal of unity of knowledge and action and fulfilling the course's aim of fostering good behavior and moral practice.^[2]

4. Strategies for the Application of Family Tradition Cultural Resources in the Course Ideology, Morality and the Rule of Law

To realize the effective application of family tradition cultural resources in Ideology, Morality and the Rule of Law, it is essential to thoroughly explore the essence of such resources, select and optimize appropriate cultural materials to fit curriculum requirements. In terms of teaching reform, diversified and targeted teaching methods should be adopted flexibly according to different teaching contents and students' cognitive characteristics.

4.1. Scientific Selection of Family Tradition Cultural Resources

Simply importing original family tradition resources into classroom teaching is insufficient. Secondary development and innovative transformation of traditional resources are required. In accordance with contemporary students' interests and the characteristics of the times, traditional family tradition stories can be adapted to enhance their interestingness and modern affinity. Furthermore, combining family tradition cultural resources with modern information technology such as multimedia and virtual reality can create immersive and innovative teaching experiences, enable students to perceive the charm of family tradition culture in diverse ways, and strengthen the attractiveness and educational influence of curriculum resources.

In terms of resource collection and collation, diversified family tradition resources including family rules and precepts, clan stories and typical inheritance cases shall be screened, classified and archived in accordance with different teaching themes and chapter contents of the course, so as to form a systematic teaching material library for standardized and orderly curriculum integration.

On the one hand, such practice enriches the material dimension of ideological and political teaching. Expanding teaching materials from the micro family perspective and integrating vivid and down-to-earth family tradition stories into classroom teaching enable students to recognize the close connection between ideological and political courses, daily family ethics and personal growth.

On the other hand, it realizes the integration of ancient and modern educational resources. By sorting out and applying excellent family tradition cultures spanning different historical periods, teachers can explore the educational wisdom of ancient classics such as *Sima Guang's Family Norms* that embody the concepts of family governance, children education and self-cultivation. Meanwhile, combining modern typical cases such as the Zhongshan family's three generations of medical practitioners who uphold the spirit of healing the wounded and rescuing the dying helps students understand the inheritance and development of moral norms and rule-of-law concepts across history through ancient and modern comparison, thereby deepening and broadening their

understanding of curriculum knowledge.

The collection of textbooks and reference materials is also indispensable. This study sorts out the current official textbooks and supporting teacher teaching books of *Ideology, Morality and the Rule of Law*, and conducts in-depth analysis of the curriculum structure, teaching objectives and knowledge distribution to clarify the integration points between family tradition resources and textbook chapters. In addition, classic academic works concerning family tradition culture, traditional culture education and ideological and political education, such as Yan's Family Precepts, Zhuzi's Family Instructions, Traditional Chinese Morality and Principles of Ideological and Political Education, are collected and studied to deepen theoretical understanding and broaden research perspectives.^[3]

4.2. Organic Integration with Curriculum Content

The 2023 official guiding courseware for *Ideology, Morality and the Rule of Law* has already incorporated partial family tradition cultural resources and formed referable teaching cases. The introduction of family tradition culture helps students perceive the historical connotation and cultural value of family tradition inheritance, enriches classic teaching cases, and enhances the sense of reality and appeal of ideological and political courses.

To embed family tradition elements naturally into the logical framework of curriculum knowledge, it is necessary to re-examine and optimize the arrangement of chapter contents. Teachers can adjust the sequence and emphasis of teaching content according to the integration demands of family tradition resources, so as to form an integrated and coherent teaching system. Such optimization avoids fragmented and abrupt knowledge presentation and enables students to accept and understand the integrated teaching content smoothly.

Literature classification and sorting should be standardized. Collected documents can be categorized into five themes: connotation and value of family tradition culture, current teaching status of the course, theoretical basis of interdisciplinary integration, practical integration cases, and teaching evaluation research. Each category is further sorted by importance and correlation to form a clear and systematic literature framework, facilitating subsequent research and systematic grasp of the overall research field.

This study conducts chapter-by-chapter analysis of textbook content to explore targeted integration points. For example, it connects the requirements for cultivating new-era talents in the course introduction with the educational expectations of traditional family traditions; links the chapter of ideals and beliefs with the aspiration-oriented concepts in family tradition culture; and matches the rule-of-law chapters with the rule-abiding awareness embodied in fine family traditions, so as to clarify targeted family tradition resources applicable to each teaching module.

In accordance with curriculum standards and teaching syllabi, and combined with students' age characteristics, cognitive level and learning demands, family tradition cultural resources are subtly embedded into teaching design. Teachers can scientifically arrange teaching content to determine the applicable chapters and presentation forms of family tradition stories and precepts, and elaborate teaching links to ensure that the integration of family tradition resources can stimulate students' learning interest and guide them to explore the underlying moral and rule-of-law connotations, realizing progressive achievement of teaching objectives.

4.3. Innovative Application of Teaching Methods

Diversified flexible teaching methods can be adopted to activate family tradition cultural resources in classroom teaching. The situational teaching method can create life scenarios and historical contexts related to family tradition inheritance to enable students to experience the

educational power of family traditions immersively. The case analysis method guides students to discuss and analyze typical family tradition cases, cultivating their critical thinking and problem-solving abilities. The practical teaching method organizes offline investigations and family tradition formulation practices to strengthen students' practical application ability, thereby vitalizing family tradition culture in student learning.

In classroom teaching, teachers should actively organize interactive discussions and exchanges on family tradition culture to build a positive classroom atmosphere, encourage diversified opinions, and appropriately guide the direction and rhythm of discussions to avoid digression and disorder. For instance, when students share self-collected family tradition stories, teachers shall guide them to analyze the embedded moral and rule-of-law elements, deepen their theoretical understanding, and improve overall teaching effectiveness.

The unique educational value of family tradition culture provides opportunities for teaching method innovation. Based on abundant family tradition stories and practical cases, diversified teaching situations closely connected with teaching themes can be constructed. Teachers can organize role-playing activities such as simulating ancient clan education scenarios and reproducing modern patriotic family inheritance stories. By playing different roles of elders and descendants, students can deeply perceive the moral norms and behavioral criteria behind family traditions through immersive experience, visualize abstract curriculum theories, and significantly improve classroom participation and learning initiative.

Practical teaching should be further optimized. A series of themed practical activities can be designed, including collecting and sharing personal and famous clan family tradition materials, conducting field visits to local ancestral halls and family tradition exhibition halls, interviewing elders to inherit family stories, and formulating and practicing family rules together with family members. In addition, multimedia resources such as documentaries and micro films about family tradition inheritance can be applied to stimulate students' learning interest and trigger in-depth thinking on moral and rule-of-law connotations.

4.4. Timely Feedback on Teaching Implementation

Based on the constructed integration theoretical framework and sorted family tradition resources, targeted teaching design is formulated for different teaching modules of the course, including optimized teaching content, methods and procedures, forming a complete set of teaching plans integrated with family tradition culture. Selected teaching classes are taken as practical research objects to carry out teaching experiments. The researcher conducts in-class observation, collects teaching feedback, and adjusts teaching design and methods in a timely manner.

During teaching practice, teachers' teaching behaviors, students' classroom responses and practical teaching problems are recorded through classroom observation and teaching reflection to collect first-hand research data. This study analyzes changes in students' learning interest, classroom participation and learning attitude after the integration of family tradition resources, and verifies whether the vivid and life-oriented teaching mode can optimize students' learning experience and enhance their learning initiative, so as to comprehensively improve curriculum teaching quality and effect.

A scientific and systematic teaching evaluation system should be established to assess the practical effect of curriculum integration. In addition to traditional written examination evaluation, process-oriented evaluation indicators should be added, including the completeness of students' resource collection, the quality of classroom speeches and the performance in practical activities. Diversified evaluation methods can comprehensively and objectively assess students' mastery and application ability of curriculum knowledge and family tradition culture, providing basis for timely

optimization and adjustment of teaching strategies and methods.

4.5. Construction of Home-School-Society Collaborative Mechanism

This study sorts out national and local policy documents concerning primary and secondary school moral education, ideological and political curriculum reform and traditional culture inheritance, such as Guidelines for Moral Education in Primary and Secondary Schools and Opinions on Deepening the Reform and Innovation of School Ideological and Political Theory Courses in the New Era. These policy documents clarify the national educational orientation, provide macro policy basis for the research, ensure the consistency between research direction and national educational policies, and demonstrate the necessity and importance of integrating family tradition resources into ideological and political teaching.

The home-school-society collaborative mechanism enables families to cooperate with school education and consolidate classroom teaching outcomes through daily family tradition inheritance. From the institutional perspective, it improves the supporting mechanism for empowering ideological and political teaching with family tradition culture, mobilizes social supportive resources, creates a favorable external environment for curriculum integration, and optimizes the overall application effect of family tradition resources in the course.

5. Conclusions

Furthermore, it promotes knowledge internalization and behavioral transformation. This research observes students' mastery of curriculum knowledge and their ability to apply theoretical knowledge in real life, focusing on whether students can consciously practice fine moral norms and rule-of-law concepts influenced by family tradition culture in family life and social communication, so as to test and strengthen the practical educational effect of curriculum integration.

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