



The Integration of Veteran Spirit in Elementary School Moral Education: Status, Problems, and Strategy

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Abstract. Veteran spirit is the crystallization of Chinese advanced culture, which contains rich revolutionary spirit and heavy historical culture. Primary school students are the hope of the nation, the future of the motherland, do a good job in the new era of primary school veterans spiritual inheritance and education, is the primary school moral education work to solve the outstanding problem. This article from the “veteran spirit” in the primary school moral education in the integration of the current situation, problems and strategic research of these aspects of a simple discussion of the new era of veteran spirit education effectiveness.

Keywords: veteran spirit · elementary school · moral education

1 Introduction

The spirit of veterans is the people's army carrying forward the fine traditional Chinese culture, carrying forward the pioneering spirit of daring to explore and forge ahead, the spirit of tenacious and indomitable struggle, and the spirit of sacrifice of risking life and death. [1–3] The spirit of veterans is of great value for primary school students to establish lofty ideals and beliefs, cultivate noble moral character and inherit the red gene. [4–6] Organic integration of veteran spirit in primary school moral education can not only make primary school students understand the profound connotation of veteran spirit, understand the revolutionary spirit of the martyrs in the revolutionary war period, but also help primary school students to establish correct values and become a qualified socialist successor [7–9].

The aim of this paper is to deeply explore the veteran spirit in the moral education of primary school students into the current situation, and analyze the existing problems and reasons, so as to put forward the effective dissemination of veteran spirit in primary school strategies.

2 Method

2.1 Participates

The participates in this study were from 8 classes in two primary schools in Wenzhou China, ranging from grade three to grade six. Among them, 340 questionnaires were sent

Table 1. Demographic information of the participates.

Characteristics		N	%
Gender	Male	152	54.1
	Female	129	45.9
Grade	3	78	27.8
	4	63	22.4
	5	68	24.2
	6	72	25.6
Background	Urban	178	63.4
	Rural	20	7.1
	Urban-rural fringe area	83	29.5

out and 312 were recovered, with a recovery rate of 91.8%. After screening of invalid questionnaires, 281 valid questionnaires were obtained, with an effective rate of 90.1% (Table 1).

2.2 Instrument

The questionnaire consists of three parts. The first part is basic information about the student, such as gender, grade and background. The second part is the attitude of the students, including the importance of understanding the veteran spirit (4 items), the sense of identity to the veteran spirit (3 items), the willingness to learn (4 items) and the willingness to act (3 items). The third part is the current situation of the integration of veteran spirit in primary school, including the utilization of veteran spirit in classroom teaching (6 items), the construction of veteran spirit atmosphere on campus (2 items) and the development of moral education activities (6 items). The questionnaire has high reliability (Cronbach’s $\alpha = 0.923$) [10].

3 Findings

3.1 Cognition and Identification of Veteran Spirit into Primary School Moral Education

Leaderships in primary schools are the organizer, guide and decision maker of primary school moral education activities, and is the soul of primary school moral education work. Primary school leaders generally attach great importance to the integration of red culture into primary school moral education, and believe that it is meaningful to publicize the spirit of veterans on campus, which can promote students’ understanding of the revolutionary spirit. At the same time, one leader said that he would pay attention to quoting veterans’ stories, veterans’ spirit or revolutionary historical figures when speaking under the national flag. However, some rural school leaders believe that there

are certain difficulties in organizing special spiritual experience activities for veterans and hope to solve them. In short, school leaders attach great importance to the integration of veteran spirit into primary school moral education, and have a clear understanding of the importance of moral education and the educational value of veteran spirit, which provides an educational opportunity for the better integration of veteran spirit into primary school moral education.

School teachers' cognition and understanding of veterans' spirit is an important premise for veterans' spirit to be integrated into primary school moral education. Primary school teachers in Ouhai District of Wenzhou City and the rural-urban area can generally tell the basic connotation of the veteran spirit, including the spirit of struggle and sacrifice, but only a few teachers can mention the pioneering spirit, and there are still a few rural teachers who have never heard of the veteran spirit, which shows that most teachers basically know the veteran spirit. But there is no deep understanding of its meaning. In terms of the recognition of the integration of veterans' spirit into the moral education of primary schools, most teachers think it is very necessary to carry out the integration of veterans' spirit into the moral education of primary schools, a small number of teachers think it is more necessary to carry out the integration of veterans' spirit into the moral education of primary schools, and no teachers think this work is unnecessary. Therefore, teachers have a high sense of recognition for the integration of veterans' spirit into the moral education of primary schools. It is conducive to the development of moral education.

Students are the main body of moral education in primary school. The development of moral education should consider students' physical and mental development level and acceptance degree. The fifth and sixth grade students in Ouhai District of Wenzhou City mainly focus on the spirit of sacrifice. They think that the spirit of veterans is equal to the spirit of sacrifice of not fearing difficulties and facing death. Some students can mention the spirit of struggle, but have little understanding of the pioneering spirit. In the third and fourth grade, only some students can preliminarily understand the spirit of veterans, most students do not understand the meaning of the spirit of veterans, and some students still have cognitive confusion. Therefore, it is necessary for students of different grades to continue to strengthen their learning, and it is necessary to combine students' physical and mental development level with different methods to deepen the understanding and perception of veteran spirit.

Generally speaking, students have a very positive attitude towards learning veteran spirit and agree with it. They think it is important to learn veteran spirit and have a high sense of identity with veteran spirit. They are also very willing to learn veteran spirit and put it into action. The sense of identity of veteran spirit is the highest among all the items, and the sense of identity of primary school students for veteran spirit is also relatively consistent in concept. On the contrary, there is a big difference between the students in the willingness to act, the students who are willing to do and the students who are not willing to do are clearly divided. It can also be found that some students are willing in the mind, but once put into action, they are not willing to.

The gender of students has little influence on the attitude of learning veteran spirit, but the grade of students has significant influence on the attitude of learning veteran spirit. With the growth of grade, students believe that the importance of veteran spirit is

becoming greater and greater, the sense of identity of veteran spirit is becoming higher and higher, and the willingness to learn and act on veteran spirit is becoming stronger and stronger. Students living in rural and urban areas have higher recognition of veteran spirit and stronger willingness to learn than those living in rural and urban areas. This is closely related to the family environment of students living in rural areas. Students in rural areas are more sensible than urban children and have more extensive knowledge than rural children. As a result, students in rural-urban areas are more willing to learn than those in rural and urban areas.

3.2 Veteran Spirit into Primary School Moral Education Curriculum

Most primary school students learn veterans' spirit through moral and rule of law courses, Chinese courses and class meeting courses, and the use of veterans' spirit in classroom teaching is at a medium level. On average, they only mention the culture related to veterans' spirit 2–3 times in class, such as revolutionary relics, typical veterans' stories during the Anti-Japanese War, and red literature and art works. The frequency of veterans' spiritual learning before, during and after class is basically between 2–3 times. There are obvious differences in the status quo of the integration of veterans' spirit into primary school classrooms. The biggest difference is "Did the teacher ask us to independently search relevant materials of veterans' spirit and culture in the classroom before class?" Due to the difference of teachers in different classes, some classes have a higher frequency and some classes have a lower frequency. Therefore, different classes and different grades have different degrees of integration of veteran spirit in class. Grade six has a higher degree of integration and grade three has the lowest degree.

In terms of teaching methods of veteran spirit, teachers mainly choose audio-visual and experiential teaching, that is, to experience veteran stories in the revolutionary era and experience veteran spirit by playing movies and documentaries. Other teaching methods, such as lecturing, case and discussion, are usually chosen, but some teachers say the teaching effect is not good.

3.3 Veteran Spirit into the Construction of Moral Education Atmosphere in Primary School Campus

In the construction of campus veterans' spiritual atmosphere, most schools have incorporated it into the campus material and cultural environment. For example, there are statues of revolutionary historical figures placed in the school, but most students think the school's red material culture is not effective in inspiring patriotism. Basically, every class will organize activities such as drawing by hand newspaper and blackboard newspaper, which students believe are more conducive to their learning and understanding of the spirit of veterans.

3.4 The Integration of Veteran Spirit into Moral Education Activities in Primary Schools

Most primary schools have visited revolutionary meeting sites and organized red song singing competitions. These two activities have been carried out more frequently, while

watching red culture movies and TV dramas and holding special lectures have been less frequently, with relatively simple forms. In addition, these activities are generally held during the July 1st Founding of the Party Day, August 1st Founding of the Army Day or the October 1st National Day. Usually involved less, the connection between the various activities is not close.

4 Discussion

The curriculum form of moral education activities is still slightly outdated, and the campus red cultural atmosphere is not strong enough. At present, in primary school, visiting the memorial hall related to veterans' spirit, such as the site of the Great Conference of the Communist Party of China in South Zhejiang Province, the Cemetery of Cangnan Revolutionary Martyrs, and organizing red song singing competitions are relatively conventional forms of moral education activities. And in the school, can be seen everywhere is the school corridor slogans, display propaganda boards, this kind of school's main propaganda position is the most likely to affect the content of primary school students. At the present stage, the propaganda positions in the primary school are mostly the deeds of outstanding students, the main news of the campus, the current political hot spots and other content, almost invisible content of the spirit of veterans.

The reasons for the single form of moral education activities involve many aspects: first of all, some teachers have low ideological awareness and do not pay attention to the importance of moral education activities for primary school students to understand and deeply feel the spiritual connotation of veterans. They think that the traditional form of visiting memorial hall and organizing red song competition is enough. In addition, some teachers are willing but unable to take the time to think about and innovate the form of moral education activities under the heavy teaching pressure, so they can only carry out moral education work on the current moral education activities. Secondly, in the aspect of schools, some schools have limited funds, which cannot support the development of various moral education activities. Meanwhile, considering that the object of moral education is a group of active primary school students, from the perspective of ensuring the safety of students, they seldom consider the outside form of moral education activities.

From the school level, the reasons for the low red culture atmosphere on campus can be summarized as follows: First of all, the financial support is insufficient, there are few material and cultural parts in the school, and there are few contents related to veterans' spirit in the library, exhibition hall and other facilities. The second is the lack of spiritual culture, there is no formation of veterans spirit of the campus concept, the construction of class style, style of study is not comprehensive. Finally, there is the lack of system, the lack of the unique evaluation system of moral education, the responsibility of moral education is not implemented to individuals, the system of moral education is incomplete, resulting in moral education is only the responsibility of teachers and students, which is not conducive to the development of moral education.

The veteran spirit is not fully integrated into the classroom teaching, at this stage is in a shallow stage, most of the way through the classroom teaching to explain the knowledge content of the veteran spirit, the lack of pre-class preview, thematic learning in class, after-class knowledge expansion links, resulting in primary school students for the veteran spirit is only in the knowledge level, did not understand the spirit level.

The reasons for the inadequate integration of veteran spirit in classroom teaching may be as follows: First, teachers do not have a deep and thorough understanding of the connotation of veteran spirit in the course of lesson preparation, which makes the explanation of veteran spirit incomplete in the course of classroom teaching. Especially for the third grade students, it is difficult to understand the profound connotation of veteran spirit. Secondly, the teaching effect is not good. Students may feel boring and boring, and their attention is easy to deviate, resulting in low moral education effect. Finally, the moral education between various disciplines is not close. The boundary between disciplines is obvious, the moral education content of each subject is scattered, and the moral education effect is not good.

Most of the students are very willing to learn related content of veteran spirit, and have a high sense of importance and identity of veteran spirit. This shows that the primary school has a profound education on red culture and patriotism, and students have a high enthusiasm for learning. However, there is a significant difference in the students' willingness to act on the spirit of veterans. Some students are willing to learn psychologically, but they are very reluctant to act, and the action willingness of Grade three students is generally lower than that of grade four, grade five and grade six. The reason may be that the third grade students' awareness of the spirit of veterans is still low, and the intrinsic value of the spirit of veterans has not been deeply recognized by primary school students. The spirit of veterans was born during China's Revolutionary War, and most of the primary school students at the present stage are born after the 10th century. They were born when the country was rich and the people were strong and the people lived and worked in peace and contentment. Due to the difference of The Times, they cannot empathize with China's revolutionary history and are skeptical about the significance of caring for the veterans of the Anti-Japanese War.

5 Conclusions

The spirit of veterans is the precious cultural heritage and database of the Chinese nation, and the cultural and ecological database for the Chinese people to struggle bravely. It not only shows a strong patriotic heart, but also is a good material for moral education. Through the development of school-based curriculum, strengthen the construction of teachers, rich, system of practical cultural activities, collaborative home school club tripartite education, the establishment of the teaching base and the development of the classroom network can better veteran spirit into primary school moral education, promote further attention for veterans, subtly accept veterans spirit culture, to inherit the red gene, promote practice education.

Acknowledgment. The authors acknowledge the support from College Students Innovative Entrepreneurial Training of Wenzhou University (JWXC2021030).

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