

Study on The Construction of Happy Campus Culture from The Perspective of Hakka Ancient Family Instruction

Weidong Zhang^{1, a}

¹Heyuan Polytechnic, Heyuan, Guangdong, 517000, China

^ae-mail: 354382428@qq.com

Abstract

The construction of happy campus culture is an important direction in the current cultural construction and transformation of colleges and universities. The happy campus culture is characterized by innovation, coordination, openness and sharing. Hakka ancient family instruction is an excellent traditional culture with distinct characteristics and native culture in Heyuan, which is highly consistent with the basic concept of socialist core values, and can provide important theoretical and practical resources for reference for the construction of happy campus culture.

Keywords

Hakka Guyi family instruction; College happy campus culture.

1. Introduction

Culture or spirit is the core force that shapes the personality of colleges and universities and condenses the teachers, students and staff. It is also an important magic weapon for colleges and universities to achieve their level and characteristics in the fierce competition. A nearly a century and a profound history and culture of colleges and universities, is necessarily personality is distinct, deep, broad, model cultural spirit of keeping pace with The Times, the teachers and students staff under the long-term influence of campus culture and assimilation, the formation of the collective unconscious, and guide their cognition and behavior, to create "thick DE, strong technology, work, dedication," the cultural and institutional environment, to shape a collective spirit realm, it is hidden and sustainable, it is the embodiment of the core competitiveness of colleges and universities.

For thousands of years, family instruction has been the spiritual guide for the Chinese nation to pass from generation to generation, as well as the magnificent treasure of traditional moral culture. As one of the birthplaces of Lingnan culture, Heyuan City of Guangdong Province, which has the name of "Hakka Ancient Yi", has accumulated rich and profound family instruction culture. Almost every surname here has its own unique ancestral motto. These family teachings embody the soul of the humanistic spirit of Hakka, like a wisp of civilization light, shining a candle on the way forward for generations of Hakka talents.

2. Happy Campus Culture Needs of The Times

School culture is in a certain social and historical environment, schools and teachers in teaching and organization and management, to pursue and achieve common goals and gradual creation and formation of the sum of their ideology and cultural forms, it includes value idea, the general behavior, ethics, psychological tendency, and the rules and regulations, school spirit JiaoMao, school spirit and image, and many other aspects. It plays an important role in guiding, condensing, motivating and restraining the school construction. It has become the consensus of many schools to realize the unity of material culture with hardware facilities as the carrier

and spiritual culture with the spirit of teachers and students as the core through the construction of school culture system. However, in the construction of school culture, there is a question worthy of our reflection: why is the material life more and more rich, but our teachers feel less happy than before? Why the learning environment is getting better and better, but our students can not feel the joy of learning? There may be a variety of reasons, but a very important point is that we pay too much attention to the construction of material culture in the construction of school culture, so that the construction of spiritual culture is relatively backward, so that our teachers and students lack a healthy and harmonious spiritual home, resulting in a serious decrease in their sense of happiness. To the pursuit of happiness as the ultimate goal, therefore, strive to build a "harmonious upward, happy life" happiness school culture, for the development of teachers, students create a good cultural environment and the development of the harmonious atmosphere, make the school really become the cradle of growth and the stage of teachers' achievements, is the need of times and call.

3. The Time Value of Hakka Ancient Family Instruction

Hakka ancient Yi family motto, one is the accumulation of the essence of Chinese traditional culture. It embodies the Chinese traditional "ten virtues", namely benevolence, righteousness, propriety, wisdom, trustworthiness, loyalty, filial piety, thrift, harmony and incorruptibility. In particular, it advocates benevolence and social harmony, and emphasizes the role of individuals in family and social relations. Pay attention to cultivate one's morality and family and emphasize the active role of moral subject. Second, it condenses the soul of Hakka humanistic spirit. Including industrious and thrifty, worship culture and education, hospitality, read ancestors, love the country and so on. Third, it conforms to the essence of socialist core values. Advocate "civilization, harmony", such as "with the neighbors, Ming comity, do their own business, end the class"; Advocate "patriotism, dedication, integrity, friendship", such as "loyalty to the country, love home, respect the ancestors of filial piety; First morality, high integrity etiquette "" etiquette when know, profession when diligent, frugal when chong" and so on.

Excavate the essence of traditional culture, inherit the excellent family instruction culture, take it as an important carrier to strengthen the ideological and moral education of citizens, cultivate and carry forward the core socialist values. The ancient family instruction culture needs to be combined with modern values and transformed into the daily life style of college students, so as to stimulate its due positive energy in the new era.

Family motto accumulates the essence of Chinese culture and morality, condenses the soul of Hakka humanistic spirit, and conforms to the essence of socialist core values. Inheriting family instruction is conducive to inheriting traditional culture, practicing socialist core values, self-management, restraint and education of vocational college students, and building a happy and harmonious campus.

As an important part of Chinese excellent traditional culture, Hakka family rules and family instructions are the ideological nutrition of socialist core values. Inheriting Chinese civilization and carrying forward traditional virtues are the epitome of Chinese excellent traditional culture and the deep foundation of Chinese culture. Hakka house rules family precepts and contemporary socialist core values, the common social value pursuit and the socialist core values are rooted in the Chinese traditional social and cultural history, is in the contemporary social practice on the basis of refining and processing of all kinds of positive thoughts, you can to a certain extent, the hakka house rules family precepts and socialist core values is combination of Chinese excellent traditional culture and era characteristics in the specific historical stage of fruit. In addition, the content of the hakka house rules family precepts and socialist core values highly fit, "a prosperous, strong, democratic, civilized and harmonious,

freedom, equality, justice, rule of law, patriotic, dedicated, sincere, friendly" with hakka house rules, such as family precepts achieve mastery through a comprehensive study, advocate of regardless of personal relationship, both you and me, democracy, harmonious thought, patriotic worship long patriotic ideas, settle, successful professional ideas explain the era connotation of the hakka house rules family precepts.

4. The Way to Build A Happy Campus Culture from the Perspective of Hakka Ancient City Family Motto

We mainly discuss the ways of constructing the happy school culture from the perspective of hakka guyi family instruction from the aspects of education culture, teacher culture and management culture.

4.1. Kindness Makes Education Return to the Origin and Build A Happy Culture of Education

Education, as a "social activity with the direct goal of consciously influencing people's physical and mental development", should naturally allow students to experience happiness in the process of education, guide students to establish a correct view of happiness, and lay a foundation for students' future happy life. In recent years, the society increasingly spurned deprive students of education happiness "exam-oriented education", vigorously promote "people-oriented", "quality education", however, many teachers and parents will be "quality education" misunderstanding as to let the students learn less intensive, more to participate in a variety of practical activities, skills training, didn't consider the student's willingness and experience, led directly to students into another "happiness" in the middle of the field of education. The reason is that the essence of education is not clear, that is, education is the need of life growth, and only the education that meets the need of growth can make life experience happiness. To carry forward the "benevolence, social virtue and interpersonal harmony" advocated in the hakka ancient family instruction is conducive to the construction of a happy education culture and return to the origin of life of education.

To construct the culture of happy education, we must reform the educational method. In order to promote students' happiness, education must respect the particularity of students' physical and psychological development, affirm the diversity of individuals, and encourage students to develop their own strengths. As educators, we should respect the educated and follow their inherent nature of physical and mental development, instead of filtering their lives with the experience and vision of the authorities and elders and forcing them to obey their own will. We should regard the educatees as the main body of life development, cherish their initiative from nature, "respect will, meet needs, cultivate interest", highlight the subject spirit of "independence and confidence", and awaken the inner power of the educatees' self-development. The method of happiness education must also create a variety of different cognitive experience for students in a variety of environments and in a variety of intensity, and give them appropriate guidance and sufficient reflection time to actively develop self-awareness, which is the "life-oriented" education that we advocate "taking life as the foundation". Only by becoming the instructor, helper and promoter of students' learning and helping students to discover, organize and manage knowledge, can teachers attract students to learning activities and make them truly experience the pleasure of learning.

4.2. To eliminate the Job Burnout, Build A Happy Teacher Culture

Teachers, like students, are the main body of a school. However, when we pay attention to the "student-oriented", but intentionally or unintentionally ignore the importance of "teacher-oriented". In fact, the happiness of education should include not only the happiness of students, but also the happiness of teachers. The happiness of teachers and the happiness of students are

closely linked together, and it is one of the prerequisites for the happiness of students. Only teachers who experience happiness in education and teaching activities can grasp the true meaning of education, maintain their enthusiasm for work, stimulate their creativity and promote their own professional development. Only in this way can they face students with a more positive and optimistic attitude and give full play to their education skills, so as to achieve good educational results. The lack of happiness will make the education work become a burden and pressure and lead to job burnout, which not only seriously affects the mental health of teachers, but also hinders their professional development. Therefore, the happy education should construct the happy teacher culture.

To construct happy teacher culture, we must break through the tool of traditional professional culture. Teacher is an ancient profession. For a long time, people's understanding of the value of teacher's profession only remains on its tool value to realize social development. This value orientation hinders people's understanding of the intrinsic life value of teacher's profession, and hinders teachers' pursuit and experience of their own life value and happiness. Therefore, the construction of happy teacher culture needs to break through the instrumental nature of the traditional teacher professional culture and establish a purer professional culture from the professional height. It is necessary to take professionalization as the goal, establish the professional ideal, professional mission and professional standard of professional teachers, and enhance their sense of professional honor. The society should give teachers the understanding that teachers should not be the tools to impart knowledge and skills, but should become experts in pedagogy, psychology, morality and other disciplines, which can not be replaced by other professions. Only by integrating such ideas into the profession of teachers and turning them into a common educational belief owned by the teacher group can teachers' professional identity be effectively enhanced. Only when teachers' understanding of their occupation goes beyond the level of instrumentalization and utilitarianism can they internalize the occupation into their own development, realize the value of life with the occupation, and then experience the happiness of occupation.

4.3. Interpersonal Harmony Enables the Campus to Promote Intersubjectivity and Build A Culture of Happiness Management

Intersubjectivity is the regulation of the relationship between subjects, which refers to the communication characteristics and relations of mutual equality, mutual understanding and integration, two-way interaction and active dialogue between subjects in language and action. Advocate "intersubjectivity" management, is actually a system tool of scientific management and flexible management of is fundamental key with happiness culture of organic integration, with the system of management of "rigidity" to regulate the behavior of teachers and students has not been conscious, with cultural management "flexible" to arouse the teachers and students to participate in the management of inner awakening consciously, to achieve "may", improve the management efficiency.

To construct the happiness management culture, we should pay attention to the life growth of teachers and students. The ultimate goal of school management is to realize the comprehensive and happy development of people, which is the ultimate concern for people. "People" here include not only students but also teachers. In current school teaching management, we put more attention in the classroom for the construction of stylization, standardization, ignoring the teaching should have cultural value and respect for human life, value, and not really reflect the active choice, the diversified development of students, cannot effectively stimulate students learning mechanism, internal deviation from the law of teaching. Therefore, the construction of happiness management culture, in the process of formulating the management system, should be transferred from the focus on teaching norms to the focus on the life growth of teachers and students. On the one hand, should reflect system of humanity, to the teachers and students as a

"person" to manage, understand the words and deeds of teachers and students, respect for the value and dignity of the teachers and students, to the greatest extent to meet the reasonable needs of the development of the teachers and students, arouse teachers' and students' consciousness of "hero", and become the passive to active, implement system guided by self, self choice, self management, self development. On the other hand, to reflect the development of the system, that is, the management system is not to achieve the simple purpose of restraining the behavior of teachers and students, but to achieve the healthy and happy development of teachers and students through the regulation and guidance of the system. Especially on evaluation system to reform, to actively carry out humanistic management evaluation mechanism, adhere to the "acknowledge differences, personality development, independent development, encourage diverse," evaluation of the concept, the external evaluation into internal evaluation, the screening and evaluation into the developmental evaluation laid outside one-way evaluation and self-evaluation. Through the evaluation of dialogue and interflow, we can negotiate together, share the evaluation results and realize the humanism, harmony and development of the evaluation.

Acknowledgments

Project: This paper is the philosophy and social science project of Heyuan Polytechnic in 2017, "Research on the integration of Hakka Guyi family training into higher vocational campus culture construction" (Project No.: 2017_SK14) conclusion results.

References

- [1] Xi Jinping. Decisive Victory in Building a Well-off Society in an All-round Way and Achieving the Great Victory of Socialism with Chinese Characteristics in the New Era -- Report on the 19th National Congress of the Communist Party of China [M]. Beijing: People's Publishing House, 2017:70.
- [2] Xia Jiangjing, Wang Qin. A brief analysis of the connotation of ideological and political education in the fine family tradition and family instruction [J]. Theory Monthly, 2017(11):127-131.
- [3] Wu Zhongsheng, Luo Ning. Hakka Family Rules and Family Instructions from the Perspective of Excellent Traditional Chinese Culture [J]. Journal of Gannan Normal University, 2017 (1) : 25-30.
- [4] Wu Zhongsheng. Hakka Family Rules and Family Instructions [N]. Guangming Daily, 2019-03-02.
- [5] Wu Shanping. Hakka Guyi Family Instructions [M]. South China University of Technology Press, 2014.
- [6] Zou Jianhui. Research on the Cultivation of Core Socialist Values of College Students by Hakka Guyi Family Instructions Culture -- Taking Heyuan Vocational and Technical College as an Example [J]. Journal of Liaoning Economic and Management Cadre College, 2018 (3) : 68-70.