

Paths of Cultivating College Students' Cultural Confidence in Foreign Language Teaching in the Perspective of Curriculum Ideology and Politics

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Abstract: "Curriculum ideology and politics" is to integrate the theoretical knowledge, value concept and spiritual pursuit of ideological and political education into various courses to solve the problem of disconnection between professional education and ideological and political education. Cultivating the cultural self-confidence of college students from the perspective of curriculum ideology and politics will help establish the correct outlook on the world, life and values. Aiming at the current situation of the lack of traditional Chinese culture in foreign language teaching, combined with the author's many years of foreign language teaching practical experience, this paper proposes the paths for the cultivation of college students' cultural confidence in foreign language teaching from the perspective of curriculum ideology and politics, and helps foreign language teaching reform. The specific paths include: enhancing the cultural self-confidence of college students through cultural comparison, carrying out the "second classroom" to promote Chinese traditional culture, infiltrating ideological and political education into foreign language teaching in colleges, and cultivating foreign language teachers with high degree of cultural confidence.

Keywords: Curriculum Ideology and Politics; Foreign Language Teaching; Cultural Confidence; Cultivating Paths

1. Introduction

"Curriculum ideology and politics" consists of two parts: curriculum, ideology and politics. With professional courses as the carrier, it integrates ideological value guidance into knowledge teaching and ability training, reflecting the educating function of higher education. The basic educational philosophy is to build morality. People as the fundamental task of education. "Curriculum ideology and politics" requires that the ideological and political education resources of various courses should be deeply explored to ensure that different professional courses have certain ideological and political education functions. Therefore, it can be said that "curriculum ideology and politics" is not simply a curriculum reform, but an overall reform of the talent training system. Promoting the construction of "curriculum ideology and politics" is conducive to creating the good ideological and political education atmosphere, thereby solving the problem of disconnection between professional education and ideological and political education. Cultural self-confidence is a country or a nation's full affirmation of its own cultural value and a firm belief in its own cultural vitality. Whether a nation and a country have cultural self-confidence is of great significance to the survival of the nation and the development of the country. Without cultural self-confidence, it is impossible to respect the history and culture of the nation, and it is impossible to enjoy the autonomy and the right to speak in global cultural communications and exchanges [1].

The concept of "curriculum ideology and politics" requires the integration of ideology and socialist core values into the whole process of college education. The "College English Teaching Guide" clearly states: "Through learning and using English, students can directly understand the frontier scientific and technological progress, management experience and ideas of foreign countries, learn and understand the world's outstanding cultures and civilizations, and also help strengthen the country's language strength, effectively disseminating Chinese culture, promoting extensive exchanges with people from all over the world, and enhancing the country's soft power will help students establish the global perspective, cultivate international awareness, and improve humanistic quality. The core socialist values should be organically integrated into the content of college English teaching." The research

process of foreign language "curriculum ideology and politics" is also the practice of ideological and political theory in the teaching process. From the perspective of curriculum ideology and politics, foreign language teaching can cultivate college students' cultural self-confidence, which helps college students to establish the correct outlook on world, life and values; helps achieve the goals of college foreign language teaching; helps enhance college students' sense of responsibility and mission; helps cultivate international talents with outstanding political quality; helps enhance the ideological and political theory quality of foreign language teachers [2].

2. Absence of Chinese Traditional Culture in Foreign Language Teaching

Foreign language teaching attaches great importance to British and American culture but ignores Chinese culture, which has left traditional Chinese culture in the state of long-term absence and the phenomenon of "Chinese culture aphasia". The main reasons include the following aspects:

2.1 The Utilitarian of Foreign Language Teaching is Obvious

Through learning foreign languages, broaden your horizons, enrich your life experience, form cross-cultural awareness, develop innovative abilities, form good characters, and correct outlook on life and values. The current foreign language teaching is obviously utilitarian, and it is affected by test-oriented education, which seriously violates the guidelines for comprehensive development, hinders personality development, and stifles creativity. In order to obtain higher test scores, there is a serious tendency to "emphasize knowledge transfer and neglect ability training", the teaching methods are dull, the teaching content is outdated, and the cultivation of humanistic quality and the penetration of traditional culture are ignored. The teaching is mainly western culture.

2.2 The Strong Effect of Western Culture

In the process of dissemination, strong culture shows that it is in a relatively advantageous position for the owner, politically and economically attractive to the audience, and has strong compatibility, tolerance, replication and sustainability. Strong culture is not necessarily an advanced culture, nor is it necessarily an excellent culture, it may also be a backward culture and a culture of inferior roots. In the background of globalization, the strong position of western civilization has become increasingly prominent, trying to become the mainstream culture dominating world development. Many college students are often able to talk about English and American culture in foreign languages, but they are unable to express the Chinese culture well.

2.3 Few Traditional Cultural Content in Foreign Language Teaching Materials

The current college foreign language textbooks mostly come from English and American writers and are related to English and American culture. The content of Chinese cultural subjects is relatively small. The proportion of Chinese culture and western culture is unbalanced, and the lack of Chinese traditional cultural content in college foreign language teaching materials has become a common phenomenon, and the integration of Chinese culture and western culture is not emphasized [3]. The knowledge of many nationalities' traditional culture is not reflected in the textbooks, and the curriculum is not enough to understand more national traditional cultures. College students have long accepted western culture in foreign language learning, which has blurred their cultural identity.

2.4 Lack of Identification with Chinese Excellent Traditional Culture

Cultural identity is the process of mutual contact and assimilation of two cultures, including the identification of one's own culture and the identification of foreign cultures [5]. China's economy continues to develop, exchanges with other countries are frequent, western culture has flooded in, people's lifestyles, values and cultural concepts have changed. Western culture with foreign languages as the carrier constantly baptizes the minds of college students, causing them to feel confused about the local culture and shift their attention to western culture. Local culture is constantly being swallowed up by western culture, resulting in the lack of identity with Chinese excellent traditional culture.

3. Necessity of Promoting College Students' Cultural Confidence

The value orientation of college students directly affects the value orientation of the entire society. The smooth growth of college students is related to the future and destiny of the country. Culture leads the development direction of college students. Improving cultural self-confidence not only provides spiritual food for college students, but also injects new vitality into social and cultural development, and provides the powerful boost for the realization of the great "Chinese dream".

3.1 The Urgent Need of College Students' Ideological and Political Education

The ideological and political education of college students takes the socialist ideology as the core, absorbs the essence of Chinese excellent traditional culture, inherits and innovates the Chinese revolutionary culture, continuously promotes the socialist culture with Chinese characteristics, and realizes the cultural self-confidence of the nation. Between cultural self-confidence and ideological and political education of college students, there is compatibility in content, complementarity in function, and homology in essence [5]. Enhance the cultural self-confidence of college students, provide spiritual motivation for the in-depth practice of the core values of socialism, and provide the important ideological foundation and the powerful source of strength for the realization of the Chinese dream.

3.2 The Need of Guiding the Education of Socialist Core Values

The core values of socialism are the concentrated expression of the spirit of contemporary China, condensing the common value pursuit of all people. The core values of socialism are also endogenous. They are rooted in the fertile soil of Chinese culture and hidden in the cultural blood of the Chinese nation. They are the brand-new presentation of Chinese excellent traditional cultural genes. Core values are the core and soul of contemporary Chinese cultural self-confidence and determine the nature and direction of cultural self-confidence. Improve the cultural confidence of college students, adhere to the guiding role of socialist core values, and nourish the healthy growth of college students with the nutrients of excellent traditional culture [6].

3.3 The Need of Leading the Comprehensive Development of College Students

According to Marx's scientific exposition on the all-round development of people, combined with the development requirements of the times and the characteristics of college students, the all-round development of college students has profound connotations: personality development is the prerequisite and basis for all-round development; comprehensive quality and ability development is the proper meaning of all-round development; harmonious development is the ultimate direction of all-round development. Cultural self-confidence is the value regulation that promotes the all-round development of people, and has unique advantages in leading the all-round development of college students. Leading the all-round development of college students with cultural self-confidence is an inherent requirement for persistence and development of socialism with Chinese characteristics in the new era [7].

3.4 The Need of Adapting Multicultural Contexts

With the development of my country's opening-up pattern and the socialist market economy, the multicultural context has gradually replaced the single closed cultural context, which is manifested as the diversification of information channels in the external form, and the diversification of cultural elements in the internal environment [8]. The multicultural context has enriched the cultural content and cultural vision of college students, but the resulting value deviation and lack of belief are very common among college students. Therefore, it is necessary to enhance cultural self-confidence and help college students fully understand the importance of cultural self-confidence in national strategic security, national status and cultural inheritance.

4. Paths of Cultivating College Students' Cultural Confidence in Foreign Language Teaching from the Perspective of Curriculum Ideology and Politics

College students are the main force in cultural construction and the backbone of the country's future development. Guiding college students to establish socialist cultural confidence with Chinese characteristics is of great significance for inheriting and innovating Chinese excellent traditional culture

and enhancing my country's cultural soft power. Foreign language teaching from the perspective of curriculum ideology and politics shoulders the important task of cultivating college students' cultural confidence. Aiming at the current situation of the lack of traditional Chinese culture in foreign language teaching, referring to the relevant literature of cultural self-confidence research, the following ways to cultivate college students' cultural self-confidence are proposed:

4.1 Enhance the Cultural Self-confidence of College Students through Cultural Comparison

Western cultural centrism represented by the British and the American prevails. Westerners believe that western culture is world values. This kind of thinking has also disseminate to regions outside the western world, becoming the main dispelling force of Chinese cultural confidence. From the perspective of curriculum ideology and politics, foreign language teaching needs to focus on content construction, stand on the meridian of the development of human culture and history, and through the comparison of Chinese and western cultures, comprehensively understand the outstanding traditional Chinese culture, and help students establish and consolidate cultural confidence. Chinese culture recognizes cultural pluralism, and "harmony in diversity" is the basic concept of Chinese culture. The different foundations of Chinese and western cultures, the different ways of cultural care between Chinese and western cultures, and the different values of Chinese and western cultures. Chinese culture affirms the regional differences of cultures and hopes for the harmonious coexistence of different cultures. This is in sharp contrast to the cultural arrogance of the west. The Chinese excellent traditional culture contains rich humanistic emotions and ideological values. Teachers should consciously and systematically incorporate traditional cultural content in their daily teaching. Through the continuous and permeable contrast between Chinese and western cultures, students can realize the Chinese excellent traditions. The breadth and depth of culture gradually enhances cultural self-confidence [9].

4.2 Carry out "Second Class" to Promote Chinese Traditional Culture

Traditional classroom teaching is based on textbooks and syllabus, and conducts teaching activities in the classroom at the specified time. If the traditional classroom teaching is called the "first classroom", the "second classroom" is the teaching activities carried out outside the "first classroom", and it is a learning mode that conforms to the development of the times. "Second class" is an important way to promote Chinese traditional culture. Through the development of foreign language "second class", students are guided to transform foreign language knowledge into foreign language ability, excavate traditional Chinese cultural materials, improve students' foreign language application ability, and cultivate students' Chinese traditional culture confidence. Relying on important English competitions, important English competitions include the National College English Contest, the National English Speech Contest and the Waiyanshe Cup National English Debate Contest, etc., integrate traditional cultural content, improve humanistic quality, help college students establish correct values, and enhance the effectiveness of ideological and political education [10]. Relying on school-level activities, organize students to carry out traditional cultural speech contests in foreign languages, establish the confidence and determination to fight for the realization of the Chinese dream, and enhance the pertinence of ideological and political education. Relying on the new media platform to realize the full integration of traditional culture and foreign language education resources, so that traditional culture will be full of vigor and vitality in the new era.

4.3 Infiltrate Ideological and Political Education into College Foreign Language Teaching

In foreign language teaching, pay attention to the analysis of cultural differences, carry out ideological and political education in a timely manner, and strengthen the guidance of students. The specific approach includes four aspects [11]: first, use teaching materials as the carrier to fully integrate ideological and political education. Language is the carrier of culture. Through language learning, culture can be disseminated. Use textbooks as the carrier to infiltrate students' Chinese excellent culture and cultivate students' moral qualities. Second, excavate teaching resources and permeate values education. Use modern teaching methods to provide rich teaching content and infiltrate value education in the teaching process. Third, carry out two-way cultural education and disseminate socialist values. With the development of economic globalization, Chinese and western cultures continue to mix, and cultural conflicts often occur. Carry out two-way cultural education, disseminate western culture from the critical perspective, so that students can absorb the essence of western culture on the premise of correctly distinguishing cultural differences, deepen the understanding of Chinese culture, and

disseminate the core values of socialism. Fourth, use advanced technology to improve the effect of ideological and political education. Use Cloud classroom to publish hot topics in society and allow students to discuss in English. Use the WeChat public account to push the cultural knowledge related to ideological and political education to students, and carry out ideological and political education while expanding knowledge.

4.4 Cultivate Foreign Language Teachers with High Degree of Cultural Confidence

Cultural self-confidence is a kind of national spirit and a kind of cohesion. From the perspective of curriculum ideology and politics, how foreign language teachers can improve their own cultural quality and establish the high degree of cultural self-confidence has become a prominent problem to be solved urgently. Foreign language teachers should establish an international perspective, strengthen the awareness of teaching and serving the national strategy, position their own roles with a developmental perspective, become the navigator of student learning, the guide of values and the explorer of teaching methods, make full use of information technology, and follow the laws of foreign language teaching, the law of ideological and political work and the law of student growth, guide students to pay attention to cultural connotation, encourage students to disseminate Chinese culture, and enhance students' national cultural pride and cultural self-confidence. The path to improve cultural confidence is as follows [12]: first, focus on cultural heritage and improve professional standards. The in-depth exploration of traditional culture, inheritance of Chinese revolutionary red culture, the promotion of advanced socialist culture. Second, strengthen theoretical research and improve training. Continuously strengthen learning, improve self-cultivation, guide students to firm their ideals and beliefs, and enlighten students' minds through good guides. Third, strengthen value guidance and enhance national identity. Promote the belief in Marxism, personal development is closely linked to the development of the country and nation, and set good examples for students.

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