

The Significance and Development Strategies of Traditional Chinese Medicine Culture in Schools from the Perspective of Cultural Confidence

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Abstract: Against the backdrop of the deepening of cultural confidence strategy and the inheritance and development of excellent traditional Chinese culture, traditional Chinese medicine culture, as the core carrier of excellent traditional Chinese culture, is not only an important path to cultivate cultural confidence among young people in campus practice, but also an inherent requirement for optimizing campus cultural ecology and serving the national cultural strategy. This article takes cultural confidence as the theoretical perspective and adopts research methods such as literature review and case analysis to systematically explain the multiple meanings of traditional Chinese medicine culture entering schools in inheriting excellent Chinese traditional culture, cultivating cultural confidence among young people, promoting the development of quality education, and promoting the construction of a cultural power; This study comprehensively analyzes the practical challenges of integrating traditional Chinese medicine culture into campus education in terms of policy implementation, curriculum systems, faculty teams, teaching practices and resource allocation, and further delves into their underlying causes including cognitive biases, resource imbalances and systemic deficiencies. Ultimately, targeted and actionable development strategies are proposed from six dimensions: policy guidance, curriculum construction, faculty development, teaching innovation, resource integration, and cultural innovation. The research aims to provide theoretical support and practical guidance for promoting the standardized and long-term development of traditional Chinese medicine culture in schools, assisting in the intergenerational inheritance of excellent Chinese traditional culture and the cultivation of cultural confidence among young people, and laying a solid foundation for the construction of a cultural power.

Keywords: cultural confidence; traditional Chinese medicine culture; youth education

1. Introduction

Cultural confidence is the core essence of the construction of socialist culture with Chinese characteristics in the new era, and it is the spiritual driving force for national rejuvenation. As an important foundation of cultural confidence, the inheritance and development of excellent traditional Chinese culture has become an important issue at the national strategic level. As the core carrier and unique identifier of excellent traditional Chinese culture, traditional Chinese medicine culture embodies thousands of years of philosophical wisdom, life cognition, and diagnosis and treatment experience of the Chinese nation, and is an important component of the national cultural gene [1]. In the context of building a cultural powerhouse, promoting the creative transformation and innovative development of traditional Chinese medicine culture is not only an inherent requirement for inheriting the Chinese cultural context, but also a key path to consolidating the foundation of cultural confidence.

Campus, as the core field for cultural inheritance and talent cultivation, is an important battlefield for carrying out traditional cultural education and cultivating cultural confidence among young people [2]. However, in the current campus culture construction, the impact of Western cultural trends and the fragmentation and marginalization of traditional cultural education coexist. Traditional Chinese medicine culture, as an important branch of excellent traditional culture, has not been fundamentally solved due to insufficient education popularization and lack of systematic construction, making it difficult to fully realize its unique value in cultivating cultural literacy among young people.

In this context, integrating traditional Chinese medicine culture into the campus education system is not only a practical exploration in response to the national policy of inheriting and developing traditional culture, but also a practical need to optimize the campus cultural ecology and cultivate cultural

confidence among young people. Based on this, this article is based on the perspective of cultural confidence, systematically explaining the multiple meanings of traditional Chinese medicine culture entering schools, deeply analyzing the current practical difficulties, and proposing targeted development strategies, aiming to provide theoretical support and practical guidance for promoting the standardized and long-term development of traditional Chinese medicine culture entering schools, helping young people build a solid foundation of cultural confidence, and realizing the intergenerational inheritance and innovative development of excellent traditional Chinese culture.

2. Interpretation of the significance of traditional Chinese medicine culture entering campus from the perspective of cultural confidence

2.1 Supporting the inheritance of excellent traditional Chinese culture and consolidating the foundation of cultural confidence

The establishment of cultural confidence is based on a deep understanding and inheritance of traditional Chinese culture, and traditional Chinese medicine culture is an irreplaceable spiritual symbol and practical carrier of excellent Chinese traditional culture. Traditional Chinese medicine culture is rooted in the fertile soil of Chinese traditional culture, integrating philosophical ideas of Confucianism, Taoism, and Buddhism, forming a core diagnosis and treatment concept of holistic thinking and syndrome differentiation, as well as a health and wellness wisdom of "preventing illness before it occurs". Its theoretical system and practical paradigm both demonstrate the unique thinking mode and value pursuit of the Chinese nation [3]. Promoting the integration of traditional Chinese medicine culture into schools can enable young people to become the backbone of the inheritance of traditional Chinese medicine culture. Through systematic cultural education, the philosophical wisdom, life philosophy, and medical ethics in traditional Chinese medicine culture can be passed down from generation to generation, avoiding a gap in the inheritance of excellent traditional culture in the development of the times. At the same time, as an important battlefield for cultural dissemination and innovation, the campus can guide young people to creatively transform and innovate traditional Chinese medicine culture in accordance with the needs of the times, based on the inheritance of the core connotation of traditional Chinese medicine culture, and enable the dynamic inheritance of traditional Chinese medicine culture in the campus. This kind of inheritance is not simply a cultural replication, but a continuation of the connotation and innovation of the form based on understanding. It not only preserves the roots and soul of excellent traditional Chinese culture, but also injects youthful vitality into its development, fundamentally consolidating the traditional cultural foundation of cultural confidence.

2.2 Cultivate cultural confidence among young people, enhance national pride and identity

Teenagers are a key group in cultivating cultural confidence, and their level of understanding and identification with national culture directly affects the intergenerational transmission of cultural confidence and the continuation of national spirit. In the current era of multicultural integration and collision, some teenagers are influenced by Western cultural trends and have a shallow understanding of local excellent traditional culture. Their cultural identity and national pride need to be improved. The introduction of traditional Chinese medicine culture into schools has provided an important platform for young people to understand and learn about the excellent local traditional culture. Through diverse educational forms such as traditional Chinese medicine identification, traditional Chinese medicine health preservation, and classic reading, young people can experience the profoundness and practical value of traditional Chinese medicine culture up close. When teenagers can have a clear understanding of the historical origins, theoretical system, and practical effects of traditional Chinese medicine culture, and can comprehend the important role of traditional Chinese medicine culture in safeguarding national life and health, and shaping national thinking patterns, they will naturally develop a sense of identity and belonging to national culture. This sense of identity is not the result of external indoctrination, but an internal emotional resonance based on deep cognition. It can enable teenagers to clearly perceive the unique value of excellent traditional Chinese culture in the process of comparing diverse cultures, thereby establishing firm cultural confidence, enhancing national pride and cohesion, and making cultural confidence an important spiritual foundation in the growth process of teenagers.

2.3 Optimize the campus cultural ecology and promote the comprehensive development of quality education

Campus cultural ecology is an important component of school education, and its richness and diversity directly affect the implementation effect of quality education. Although the current campus culture construction in China focuses on diversified development, there are still problems such as insufficient integration of traditional cultural elements and insufficient integration of cultural education and quality cultivation, which make it difficult to fully meet the needs of students' comprehensive development. Traditional Chinese medicine culture contains rich educational resources, not only systematic cultural knowledge, but also the medical ethics concept of "medicine is benevolent", the value pursuit of respecting life, and the practical spirit of integrating knowledge and action. These contents are highly consistent with the core goals of quality education. Promoting the integration of traditional Chinese medicine culture into campuses can enrich the connotation and form of campus culture, break the single disciplinary education boundary, and build a campus cultural ecology that combines traditional heritage and contemporary characteristics. In classroom teaching, the integration of traditional Chinese medicine culture with subjects such as Chinese language, history, biology, and physical education can achieve interdisciplinary education; In extracurricular practice, activities such as traditional Chinese medicine cultural clubs, health experiences, and classic recitation can provide students with diverse cultural practice platforms. At the same time, the concept of "preventing illness before it occurs" in traditional Chinese medicine culture can guide students to establish a scientific concept of health, cultivate good living habits, and help students develop physical and mental health; Its medical ethics culture can cultivate students' moral sentiments and enhance their humanistic literacy. This comprehensive and multidimensional cultural education can make up for the shortcomings of traditional quality education, promote the development of quality education to a deeper and wider range, and promote the all-round development and comprehensive literacy improvement of students.

2.4 Serve the national cultural strategy and promote the construction of a cultural powerhouse

Cultural confidence is the spiritual support for building a strong cultural nation, and the core of building a strong cultural nation lies in achieving the inheritance, development, and international dissemination of excellent traditional Chinese culture, and enhancing the country's cultural soft power. Chinese leaders pointed out that China's excellent traditional culture is a prominent advantage of the Chinese nation and the foundation for us to stand firm in the turbulence of world cultures. As a representative symbol of excellent traditional Chinese culture, traditional Chinese medicine culture is not only a cultural treasure of the country, but also an important part of the world's cultural treasure trove. Its inheritance, development, and international dissemination are important components of the national cultural strategy. Promoting traditional Chinese medicine culture into campuses is a concrete implementation of the national cultural strategy at the campus level, which can cultivate a large number of reserve talents with cultural cognition, cultural confidence, and cultural dissemination ability for the construction of a cultural power. As the future builders and cultural disseminators of the country, young people, when they possess solid traditional Chinese medicine cultural literacy and firm cultural confidence, can consciously become disseminators and practitioners of traditional Chinese medicine culture and even excellent Chinese traditional culture in the future social development. On the one hand, at the domestic level, it can promote the popularization of traditional Chinese medicine culture, enhance the cultural literacy and confidence of the whole society, and gather the national strength for the construction of a cultural power; On the other hand, at the international level, we can use young people as a link to promote traditional Chinese medicine culture to the world, allowing the world to better understand traditional Chinese medicine culture and Chinese excellent traditional culture, enhancing the international influence and dissemination of Chinese excellent traditional culture, strengthening the country's cultural soft power, laying a solid talent and cultural foundation for the construction of a cultural power, and promoting the formation of a positive interaction and coordinated development pattern between cultural confidence and the construction of a cultural power.

3. Analysis of the current situation of traditional Chinese medicine culture entering campus

3.1 Policy support and practical exploration of traditional Chinese medicine culture entering campus

The policy guidance at the national level provides a solid institutional guarantee for the introduction of traditional Chinese medicine culture into schools. In recent years, a series of policy documents such

as the Law of the People's Republic of China on Traditional Chinese Medicine, the Opinions on Implementing the Project of Inheriting and Developing Excellent Traditional Chinese Culture, and the Outline of the Healthy China 2030 Plan have been successively issued, which clearly propose to strengthen the inheritance and popularization of traditional Chinese medicine culture, incorporate traditional Chinese medicine culture into the national education system, and encourage primary and secondary schools to carry out traditional Chinese medicine culture education activities. At the local level, in response to national policies, supporting implementation rules have been introduced one after another. For example, provinces and cities such as Beijing, Guangdong, and Zhejiang have included traditional Chinese medicine culture in local or school-based curriculum development for primary and secondary schools, established demonstration schools for traditional Chinese medicine culture education, and provided specific implementation paths and resource support for the introduction of traditional Chinese medicine culture into schools.

Under policy guidance, primary and secondary schools in various regions actively explore the practice of introducing traditional Chinese medicine culture into schools, forming diverse implementation models. One is the curriculum penetration model, where some schools integrate traditional Chinese medicine cultural elements into the teaching of subjects such as Chinese language, history, biology, and physical education by developing school-based textbooks on traditional Chinese medicine. For example, in history classes, the development process of traditional Chinese medicine is explained, and in biology classes, the identification and effectiveness of Chinese herbal medicine are introduced, achieving subject integration and education. Second, the activity driven mode is to build a practical experience platform and enhance students' intuitive understanding of Chinese medicine culture through holding extracurricular activities such as Chinese medicine culture festival, Chinese medicine identification contest, Chinese medicine health lecture, acupuncture and moxibustion massage experience, etc. Thirdly, the resource linkage model involves some schools establishing cooperative relationships with local TCM hospitals, TCM colleges, and intangible cultural heritage protection centers, hiring TCM experts as off campus counselors, organizing students to visit TCM museums and plantations, and conducting on-site research activities. These practical explorations have preliminarily verified the feasibility and educational value of introducing traditional Chinese medicine culture into schools, accumulating valuable experience for subsequent promotion.

3.2 Realistic challenges faced by traditional Chinese medicine culture entering campus

Although traditional Chinese medicine culture has made some progress in schools, from a national perspective, the promotion of practice still faces many practical difficulties and has not yet formed a large-scale and standardized development pattern. Firstly, there is a 'last mile' obstacle to policy implementation. Some regions do not attach enough importance to the policy of introducing traditional Chinese medicine culture into schools, and lack specific implementation plans and assessment mechanisms, resulting in policies remaining at the document level and difficult to effectively implement; Some schools consider traditional Chinese medicine cultural education as an "additional burden", and under the pressure of further education, prioritize the teaching of exam oriented subjects, squeezing the time and resources of traditional Chinese medicine cultural education. Secondly, the curriculum system construction is not perfect. Currently, there is a lack of a unified national curriculum standard and textbook system for traditional Chinese medicine culture, and the quality of locally developed school-based textbooks varies greatly. The content mainly focuses on popularizing theoretical knowledge, lacking systematicity, interest, and practicality, making it difficult to adapt to the cognitive development laws of students in different stages; At the same time, the integration of traditional Chinese medicine culture with existing disciplines is relatively low, mostly simple superposition, and has not achieved deep integration and education.

Once again, weak teaching staff has become a core bottleneck. There is a shortage of professional teachers in traditional Chinese medicine culture, and most of the existing teaching staff are also teachers from other disciplines. There is a lack of systematic training in traditional Chinese medicine knowledge, insufficient mastery of the core connotations and practical skills of traditional Chinese medicine culture, and difficulty in ensuring teaching quality; The continuity of participation of traditional Chinese medicine experts outside the school in teaching is insufficient, and due to factors such as time and energy, it is difficult to form stable teacher support. In addition, there is a shortage of teaching resources and practical platforms. Most schools lack special teaching sites and equipment for Chinese medicine culture, which makes it difficult to carry out practical activities such as planting Chinese medicine, acupuncture and moxibustion and massage experience; The collaborative linkage mechanism between social resources such as traditional Chinese medicine colleges and medical institutions and campus education

is not sound, and the efficiency of resource integration and utilization is low. Finally, there is a lack of evaluation feedback mechanism. At present, a scientific evaluation index system for the implementation effect of traditional Chinese medicine culture in schools has not been established, and there is a lack of quantitative standards and scientific methods for evaluating teaching quality, student cultural literacy improvement, and other aspects. It is difficult to accurately grasp the practical effectiveness and provide effective feedback for subsequent optimization.

3.3 Analysis of the causes of difficulties

The emergence of the dilemma of traditional Chinese medicine culture entering campus practice is the result of multiple factors such as cognition, resources, and mechanisms working together. From a cognitive perspective, there is a dual cognitive bias: on the one hand, some education administrators and parents are influenced by the concept of "emphasizing Western medicine over traditional Chinese medicine", and have insufficient understanding of the scientific and educational value of traditional Chinese medicine culture. They believe that the introduction of traditional Chinese medicine culture into schools is not conducive to improving academic performance and lacks the internal motivation to actively promote it; On the other hand, there is a deviation in the positioning of traditional Chinese medicine cultural education, which simply equates it with knowledge popularization and ignores its core values in cultural inheritance and literacy cultivation, resulting in the promotion of practice becoming a mere formality.

From a resource perspective, the imbalance between supply and demand of high-quality traditional Chinese medicine education resources is the core issue. Traditional Chinese medicine education resources are mainly concentrated in traditional Chinese medicine colleges and large medical institutions, and are mostly distributed in urban areas. It is difficult for schools in rural and remote areas to obtain high-quality resources; At the same time, the development of traditional Chinese medicine cultural education resources lacks systematicity, with insufficient supply of high-quality textbooks, digital teaching resources, etc., making it difficult to meet the diverse needs of campus education. From a mechanism perspective, the lack of a long-term guarantee mechanism is an important contributing factor. Lack of overall coordination mechanism, insufficient linkage among the government, schools, society, and families, making it difficult to form a joint force for educating people; The funding mechanism is not perfect, and there is a shortage of special funds, which cannot guarantee the continuous progress of curriculum development, teacher training, resource construction and other work; The teacher training and incentive mechanism is not sound, and there is a lack of systematic training and professional recognition for traditional Chinese medicine cultural teachers, making it difficult to attract and retain high-quality teachers.

In addition, the influence of exam oriented education cannot be ignored. Under the pressure of academic competition, school education resources are tilted towards exam oriented subjects, and traditional Chinese medicine culture education, as a non-exam oriented content, is naturally marginalized; The current education evaluation system focuses on academic performance and does not include the effectiveness of traditional Chinese medicine culture education in the evaluation scope, further weakening the enthusiasm and initiative of schools to promote traditional Chinese medicine culture into campuses. These factors are intertwined and jointly constrain the in-depth promotion of traditional Chinese medicine culture into campuses.

4. Development strategy of traditional Chinese medicine culture entering campus from the perspective of cultural confidence

4.1 Strengthen policy guidance and improve guarantee mechanisms

Policy guidance is the key to solving the problem of difficulty in implementing traditional Chinese medicine culture in schools. On the one hand, it is necessary to refine the top-level design, and the education department, in conjunction with the traditional Chinese medicine management department, should issue special implementation guidelines to clarify the overall goals, stage tasks, implementation paths, and responsibilities of each subject for the introduction of traditional Chinese medicine culture into campuses. These guidelines should be incorporated into the education development plan and school assessment and evaluation system to enhance policy implementation through rigid constraints. On the other hand, a diversified guarantee mechanism is established, with special funds earmarked for the integration of traditional Chinese medicine culture into campus education to prioritize support for core

tasks including curriculum development, teacher training and resource construction. In addition, the supervision and evaluation mechanism is further improved: a special supervision team consisting of education experts and traditional Chinese medicine scholars is set up to conduct regular on-site investigations and effectiveness assessments; for regions and schools with ineffective policy implementation, targeted interviews and rectification are carried out, thus forming a closed-loop management system featuring "policy formulation - implementation promotion - supervision and evaluation - optimization and improvement". At the same time, we will strengthen policy promotion and interpretation, enhance the awareness of the value of traditional Chinese medicine culture education among education managers, school teachers, and parents through special training, media promotion, and other methods, and create a good atmosphere for actively implementing policies.

4.2 Building a comprehensive traditional Chinese medicine cultural curriculum system

Curriculum is the core carrier of traditional Chinese medicine culture entering schools, and it is necessary to construct a hierarchical and classified curriculum system based on the cognitive development laws of young people. In terms of curriculum design, we follow the principle of "gradual progress and individualized teaching". In primary school, we focus on popularizing traditional Chinese medicine culture and cultivating interests. We offer interesting courses such as Chinese medicine identification, Chinese medicine health stories, and traditional health exercises; In the middle school stage, emphasis is placed on theoretical cognition and practical experience, integrating systematic content such as basic theories of traditional Chinese medicine, meridian theory, and prevention of common diseases, achieving an advancement from "interest enlightenment" to "literacy cultivation". In terms of textbook development, the education department will collaborate with traditional Chinese medicine colleges to develop nationally unified curriculum standards and demonstration textbooks, taking into account scientific, popular, and interesting aspects. At the same time, local governments are encouraged to develop school-based textbooks based on regional traditional Chinese medicine cultural characteristics. For example, Zhejiang can integrate the traditional Chinese medicine culture of Huqingyutang, and Guangdong can highlight the characteristics of Lingnan traditional Chinese medicine. In addition, the in-depth integration of traditional Chinese medicine (TCM) culture with existing disciplines is actively promoted. Specifically, classic TCM literature is interpreted in Chinese language teaching, the development history of TCM is systematically sorted out in history teaching, knowledge of TCM botany is incorporated into biology teaching, and traditional health preservation practices such as Baduanjin and Wuqinxi are popularized in physical education teaching, thus realizing interdisciplinary collaborative education.

4.3 Strengthen the construction of the teaching staff and enhance teaching ability

The teaching staff is the core element to ensure the quality of traditional Chinese medicine culture teaching, and it is necessary to build a diversified teaching staff team of "on campus training+off campus introduction". Internally, a systematic training system is established, and on-campus teachers are organized to participate in specialized training on traditional Chinese medicine (TCM) culture on a regular basis, which covers basic theories, teaching methodologies and practical skills. After the training is completed, assessment and certification will be conducted to ensure that teachers have the professional competence to teach effectively; Incorporate the teaching ability of traditional Chinese medicine culture into the bonus points for teacher professional title evaluation and performance assessment, and stimulate teachers' initiative to improve their professional competence. Externally, a school-local cooperation platform is established to forge long-term collaborative partnerships with local TCM colleges and medical institutions. TCM experts, intangible cultural heritage inheritors and clinical physicians are engaged as off-campus counselors, who are invited to deliver special lectures and provide practical guidance on a regular basis. In addition, a "Master Teacher Studio" is set up, where external experts and in-school teachers form mentoring pairs to enhance the professional teaching competence of in-school teachers through targeted guidance. Meanwhile, high-quality teaching resources are integrated, and teacher teaching guidebooks and courseware resource packages are compiled to offer professional academic support for daily teaching practice.

4.4 Innovative teaching methods to enrich practical experience

Breaking through the limitations of traditional theoretical teaching and enhancing the attractiveness and effectiveness of traditional Chinese medicine cultural education through diversified teaching methods. In classroom teaching, case-based teaching method, scenario simulation method, group

discussion method, etc. are used to stimulate students' interest in exploration by combining classic cases of traditional Chinese medicine and clinical diagnosis and treatment scenarios; By utilizing digital teaching methods, we have developed online courses on traditional Chinese medicine culture and virtual simulation laboratories, allowing students to intuitively experience the distribution of meridians and the preparation of traditional Chinese medicine through VR technology, enhancing the intuitiveness and interactivity of teaching. In extracurricular practice, to create a diversified practice platform, schools can open up traditional Chinese medicine plantations and organize students to participate in the entire process of traditional Chinese medicine sowing, maintenance, harvesting, and other practical activities; Establish a traditional Chinese medicine cultural club, carry out activities such as classic recitation, traditional Chinese medicine cultural and creative design, and display of traditional health practices; Regularly organize students to visit traditional Chinese medicine museums, traditional Chinese medicine hospitals, medicinal herb markets, etc., and get up close to traditional Chinese medicine cultural practice scenes. In addition, regional traditional Chinese medicine cultural competitions and achievement exhibitions will be held to provide students with a platform for communication and display, further stimulating their enthusiasm for learning.

4.5 Promote resource integration and build a collaborative education pattern

Breaking down resource barriers and building a collaborative educational pattern of "government school society family". At the government level, we will play a coordinating role, integrate resources from education, traditional Chinese medicine, culture and other departments, establish a platform for sharing traditional Chinese medicine culture resources on campus, release high-quality teaching resources, expert resources, practical base information, etc., and achieve efficient resource allocation. At the school level, active efforts are made to connect with social resources and sign cooperation agreements with TCM colleges, medical institutions and cultural venues, so as to jointly build practical education bases and carry out research and practical activities. In addition, parents are invited to participate in TCM culture-themed parent-child activities, such as identifying Chinese medicinal materials at home and practicing parent-child health exercises, thereby guiding parents to become collaborative participants in the education of TCM culture. At the social level, traditional Chinese medicine enterprises, industry associations, and others are encouraged to participate in the work of introducing traditional Chinese medicine culture into schools, and support is provided through donations of teaching equipment, establishment of scholarships, and public welfare lectures. At the same time, new media platforms are leveraged to establish dedicated communication channels, disseminate typical cases and achievements of TCM culture integration into campus education, and foster a sound social atmosphere where the whole society pays attention to and supports the inheritance and development of TCM culture.

4.6 Emphasize cultural innovation and enhance adaptability to the times

Promote the creative transformation and innovative development of traditional Chinese medicine culture, and enhance its appeal in the youth population. In terms of content innovation, the intersection of TCM culture and modern life is explored, and the application value of TCM health preservation concepts in modern health management is interpreted. For instance, traditional TCM methods for eye care and weight loss are promoted in response to prevalent adolescent health issues such as myopia and obesity. In addition, TCM medical ethics culture is integrated with modern civic moral education to cultivate young people's moral literacy of cherishing life and caring for others. In terms of formal innovation, modern art and media methods are integrated to incorporate traditional Chinese medicine cultural elements into campus cultural and creative products, animations, short videos, etc., such as developing traditional Chinese medicine meridian themed comics, short videos on the efficacy of traditional Chinese medicine, etc., to spread traditional Chinese medicine culture in a form that is popular among young people. At the same time, young people are encouraged to engage in innovative practices of TCM culture, and themed activities of "TCM Culture Innovative Design" are launched to guide students in innovating the dissemination forms and approaches of TCM culture in response to the needs of the times. This enables young people to become the main participants in the inheritance and innovation of TCM culture, thereby realizing the intergenerational inheritance and sustainable vitality of TCM culture.

5. Conclusion

This article is based on the perspective of cultural confidence, and systematically explains the

significance, current situation analysis, and strategy construction of traditional Chinese medicine culture entering schools. The core research conclusions are as follows: firstly, the introduction of traditional Chinese medicine culture into schools is an important path to inherit excellent Chinese traditional culture, and is also a key measure to cultivate cultural confidence among young people, optimize campus cultural ecology, and serve the national cultural power strategy. It has multiple irreplaceable values and practical significance in the times. Secondly, although the current introduction of traditional Chinese medicine culture into campuses has received policy support and accumulated some practical experience, it still faces practical difficulties such as policy implementation obstacles, incomplete curriculum system, weak teaching staff, and insufficient resource integration. The root causes are cognitive bias, imbalance between supply and demand of high-quality resources, and lack of long-term guarantee mechanisms. Thirdly, to promote the long-term development of traditional Chinese medicine culture in schools, it is necessary to establish a systematic strategic system of "policy guidance curriculum support teacher guarantee teaching innovation resource integration cultural empowerment", and solve practical problems through multi-dimensional collaborative efforts.

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