

# Integration of Chinese Traditional Culture into History Teaching and Student Cultural Self-confidence towards a Cultural Literacy Program

Weidong Li<sup>1,2</sup>, Lizelle E. Villanueva<sup>1,\*</sup>

<sup>1</sup>Adamson University, Manila, Philippines

<sup>2</sup>Hunan Preschool Teachers College, Changde, China

\*Corresponding author

**Abstract:** *In response to the relative lag in humanities education and the challenges of economic globalization, the Chinese authorities have proposed to enhance cultural self-confidence and values, and to raise the promotion and inheritance of Chinese traditional culture to an unprecedented level of importance. Universities continue to place a strong emphasis on assisting students in improving their practical understanding of traditional cultures and their practical skills in order to help them develop cultural confidence. Chinese Traditional culture is constantly being valued and widely popularized in various fields. These have had a significant impact on history education. On the basis of extensive literature and empirical research, this article delves into how Chinese traditional culture is integrated into history teaching and cultivates students' Chinese traditional cultural self-confidence, in order to further integrate Chinese traditional culture into history teaching and enhance students' cultural confidence.*

**Keywords:** *Chinese traditional culture, history teaching, cultural self-confidence*

## 1. Introduction

Patriotism is a way of expressing one's deepest and genuine thoughts for the motherland. A priceless cultural asset, it makes a significant contribution to the development of Chinese history. Chinese citizens still remember a large number of outstanding figures in history. For example, in recent history, Sun Yat-sen led the Revolution of 1911 to end the feudal autocratic monarchy system of more than 2000 years, making the Chinese people wake up; Mao led the Chinese people to end the semi-colonial and semi-feudal society, so that the Chinese people stood up and China embarked on the road of independent development [1].

The Chinese have a love for tenacity, courage in the face of difficulty, and ongoing self-improvement that dates back to past civilizations. These characteristics represent the priceless spiritual wealth that the Chinese people have cultivated over time, as well as the transcendental support that enables them to overcome obstacles and lead fulfilling lives in spite of them.

Morality also acts as the standard by which human ideals are evaluated. It is an ideology in principle as well. In order to participate in social interaction, people must adhere to this societal norm. Moral reasoning is frequently helpful, and its main goal is to create positive perceptions of how people interact with one another.

Chinese culture has existed for more than five thousand years, and it has already had an impact on the expression and behavior of Chinese people. Moral development has long been believed to be the basis of human nature. The foundation of Chinese modern culture is Chinese traditional culture, which also serves as the spiritual birthplace of the Chinese people. A nation's culture is its lifeblood.

Knowing classical music, painting, poetry, and other artistic forms allows us to change our inner feelings so that we can cause emotional surges from art works. Individuals who possess greater creative qualities are better able to comprehend the significance of life and the reason for being, and as a result, they may form scientifically sound theories and healthy living practices that will enable them to deal with the difficulties of the outside environment. By looking at the notion of discipline in traditional culture, we can hold ourselves to high standards, consciously adhere to the social system, and maintain an appropriate social order for advancement in society and the economy.

Chinese authorities have proposed to increase self-confidence of culture and value since since the 18th National Congress of the Communist Party of China. Universities continue to place a strong emphasis on assisting students in improving their practical understanding of traditional cultures and their practical skills in order to help them develop cultural confidence.

Traditional culture includes a cultural literacy related to the educational function that can enhance young people's cultural global influence, inculcate their cultural awareness and cultural self-confidence, improve the civilization and educational experience of students, enrich the spiritual and cultural lives of students, and enable young people to contribute more to the realization of the great Chinese dream of national rejuvenation as well as to the global community.

The major missions of national wealth, national development, and human happiness are carried by today's youth. The country will prosper because the youth are powerful. The nation will have a future and hope because of the younger generation's ideas, abilities, and responsibilities. Students are the driving force and future of the development of the socialist cause with Chinese characteristics, a significant demographic in the communist cultural construction, and an essential part of the nation, the country's future, talent resources, and the nation's hope. Realizing the "China Dream" of the great renaissance of the Chinese nation is closely tied to their cultural assurance and ideological and political qualities [2].

However, the modern times are characterized by quick information development, quick social change, easier inter-person contact, and close international ties. Economic globalization has a negative impact on national cultures, leads to a disregard for them, and encourages an unhealthy obsession with money gains.

As the network information generation develops, an increasing number of students are used to acquiring their information from the Internet. Students' curiosity is captivated by the variety of cultures. Focus, a clear grasp of cultural identity, confidence in one's national culture, and knowledge of how to create and then employ cultural confidence are all lacking in young people.

Just why do we have to study history? The National History Curriculum Standards, also referred to as the Standards for History in the National Compulsory Education, released by the Ministry of Education of the People's Republic of China (PRC), state that the objectives of studying history encompass: to inculcate a national spirit, to pass down the excellent tradition and culture of Chinese civilization, to arouse a national spirit and patriotism, and to establish a sense of pride, mission, and identity.

History has always been a required topic in the national compulsory education program run by the PRC Ministry of Education. The Standards stipulate that history courses should be designed with emphasis on these three aspects: knowledge and capability; process and methods; and empathy, attitude and value system.

Due to the influence of exam oriented education, the cultural inheritance function of history education in the past has not received sufficient attention, and the impact of economic globalization has made this problem even more serious. Students do not attach much importance to their country's excellent traditional culture and lack cultural self-confidence in Chinese traditional culture.

## **2. Literature review**

### ***2.1 The significance and value of China's excellent traditional culture***

The study of nature and man - the spirit of exploring harmony between nature and man, the law of nature - the dialectics of conforming to nature, the spirit of striving constantly for self-improvement, the fundamental principle of living in the world, and the political wisdom of taking people as the basis are just a few examples of the excellent traditional Chinese culture, according to Zhang kaizhi (2016). it also includes the spirit of immense love beyond oneself, or beneficent love. In accordance with the demands of China's modern society, human development, and the creation of a socialist harmonious society, Liu Jingyang (2017) believed that the pursuit of social and personality ideals as well as the emphasis on integrity and harmony embodies the value of Chinese excellent traditional culture in modern society and demonstrates its exceptional vitality [3].

The excellent national spirit, positive living values, and inventive thinking mode, according to Dong Zefang and Huang Yan (2019), are more significant than the excellent traditional Chinese

culture's incredibly deep ideological connotations. It is beneficial to cultivate the right values in college students, foster their strong patriotic feelings, mold their optimistic outlook on life, and bolster their sense of national cultural identity to continue the wonderful traditional Chinese culture in colleges[4].

According to Zhao Kun (2019), the modern worth of China's good traditional culture is multifaceted and includes aspects like individual and collective values, material, spiritual, and communicative values, as well as economic, political, cultural, social, and ecological values. Its benefits include maintaining unity, fostering spiritual vigor, promoting cohesiveness and integration, serving as a resource and source of inspiration, promoting moral education, promoting world peace, and many other things [5].

According to Gao Wenmiao (2019), there are three levels that show the worth of great traditional Chinese culture education in the modern era: class value, group value, and individual value. The internal basis of cultural prosperity and development, the embodiment of the culture itself, and the essential prerequisite for national renewal and success are among them. Increasing cultural self-confidence is one of these. Through the means of ideological transmission, knowledge transmission, skill transmission, and physical transmission, the education of Chinese excellent traditional culture actively demonstrates the positive energy and sound of Chinese excellent traditional culture in order to increase the cultural pride and self-confidence of the Chinese people.

## ***2.2 Researches on the relationship between Chinese excellent traditional culture and cultural self-confidence***

Han Yusheng (2017) held that the extensive and profound Chinese excellent traditional culture has demonstrated great vitality, creativity, and influence in the historical process of development and evolution. Han Yusheng also believed that the inheritance of the excellent traditional culture of China is the due meaning and inevitable requirement of enhancing cultural self-confidence. Its outstanding historical accomplishments and noteworthy contemporary importance are sufficient to fill us with pride and assurance[6].

Our trust in culture is heavily reliant on our confidence in the good traditional Chinese culture, according to Cui Enhui (2022), who feels that it has become the cornerstone of cultural self-confidence due to its lengthy history and rich content. However, cultural self-confidence and Chinese excellent traditional culture actually enhance and support one another. Chinese excellent traditional culture is the theoretical basis for cultural self-confidence, and cultural self-confidence gives that culture a development impetus and strengthens its identity[7].

## ***2.3 The integration of Chinese excellent traditional culture into history education***

According to Xu Wenbin (2018), history instruction has the responsibility of promoting excellent traditional culture. We should thoroughly investigate its pursuit of positive values, including the Neo - Confucian moral self-discipline based on self-cultivation in the Song and Ming Dynasties, the sense of social responsibility to govern the nation and maintain balance in the world, the critical spirit of independent thinking, and the moral practice of unity of knowledge and action.

According to Yan Xiaohua (2018), students would better understand and appreciate the rich connotation of the excellent traditional Chinese culture if the history discipline fully uncovered the essence of the excellent traditional Chinese culture and purposefully refined the value of the excellent traditional Chinese culture in the history teaching. In order to realize the role of cultural inheritance and spiritual shaping of the history discipline, the national spirit of "taking the world as one's own responsibility" and the ethical tradition of "integrating family and country" must be upheld[8].

According to Liu Keming (2019), in order to fully demonstrate the advantages of the history curriculum, the history education community should first fully understand the educational role of the excellent traditional Chinese culture in general. Then, they should actively explore the educational strategy of inheriting and carrying forward the excellent traditional Chinese culture in history education[9].

## ***2.4 Developing students' cultural self-confidence education in history education***

According to Nie Ganlin and Chen Jichang (2018), ancient Chinese history is the principal repository of Chinese excellent traditional culture and the source of Chinese culture's confidence; based

on the excellent traditional Chinese culture, young people should learn about ancient Chinese history and become familiar with it in order to better understand, identify with, and acquire a full understanding of Chinese history as well as other historical knowledge and concepts, hold on to their roots and souls, and further develop their Chinese culture[10].

According to Wang Hongchao (2021), implementing cultural self-confidence education in history teaching is not only necessary to preserve the excellent traditional Chinese culture and achieve the great rejuvenation of the country, but it is also necessary to reform the history curriculum. History teachers should intensify their study of Chinese excellent traditional culture, improve their classroom teaching techniques, and incorporate Chinese excellent traditional culture content[11].

According to Hao Shiyuan (2020), China's superb traditional culture is the result of the blending and molding of the great traditional cultures of all ethnic groups based on the creation of their shared spiritual home. It is the inventive development and creative change of Chinese culture across all ethnic groups based on inclusion, prosperity, and integration. In order to enhance cultural identity, establish cultural self-confidence, and promote a sense of Chineseness, it is necessary to incorporate cultural self-confidence education into history education[12].

In summary, these studies and their achievements have effectively promoted and promoted the application of traditional Chinese culture in history education, and also provided a good theoretical basis and methodological reference for the integration of traditional Chinese culture into history education.

However, at the same time, these studies mostly focus on one or several levels, often focusing on theoretical exploration and insufficient practical exploration. In terms of the discipline of history, there is currently a lack of comprehensive, systematic, and holistic research, and there are not many new and influential research results, especially those that integrate traditional Chinese culture with history teaching and cultural confidence. There is still a lot of room for traditional Chinese culture to play a role in history teaching and student culture. Therefore, this article integrates Chinese traditional culture into history teaching and students' cultural confidence for research.

### 3. Conclusion

After determining the research topic, I conducted nearly 2 years of research at a university in Hunan, China. Through extensive literature research, field investigations, interviews, and comprehensive analysis, the following research conclusions have been drawn in this article:

- 1) In this study, most of the respondents among student athletes are males between the ages of 16 and 18, and all of them are pursuing primary education as their major.
- 2) Students greatly appreciate the incorporation of Chinese traditional culture into History teaching, especially when it involves cultural frameworks, classroom cultural input, and diverse lesson elements. This approach helps students expand their cultural understanding, embrace diversity, and feel a sense of belonging.
- 3) The integration of Chinese traditional culture into History teaching, specifically in terms of lesson elements, classroom cultural input, and cultural frameworks, remains consistent regardless of students' sex and age. This suggests that these aspects of cultural integration are applied uniformly in the educational context, promoting equal exposure and learning opportunities for all students, irrespective of their demographic characteristics.
- 4) The students have a strong grasp of cultural knowledge, cultural awareness, and cultural skills, which gives them confidence in handling cross-cultural interactions with openness and respect.
- 5) This study found that students' cultural self-confidence isn't influenced by sex or age. Both male and female students show similar levels of cultural self-confidence, suggesting that the teaching approach and cultural integration work well for all students, regardless of their characteristics.
- 6) The study revealed a strong positive correlation between the integration of Chinese traditional culture into History teaching and students' cultural confidence. Thus, students exposed to these integrations tend to have higher levels of confidence in their cultural understanding, knowledge, and abilities.
- 7) The interview with the History teachers resulted at the goal of firmly implanting the core values of Chinese traditional culture in the following generation while enhancing students' exposure to other

cultures and reflecting their opinions.

8) In conclusion, the envisaged Cultural Literacy Program strives to nurture a resilient cultural identity and mold students into holistic global citizens, marked by their open-minded and all-inclusive worldview.

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