

Exploration of University English Major Teaching from the Perspective of Cultural Confidence

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Abstract: In the context of globalization, English education is no longer just simple language education; it needs to be conducted with a global perspective. This article aims to explore the application of cultural confidence in university English major teaching. First, it introduces the necessity of incorporating the concept of cultural confidence into university English major teaching. Second, it analyzes the shortcomings in current university English major teaching from the perspective of cultural confidence. Subsequently, strategies to address these issues are proposed. Finally, it looks ahead to the future development direction of university English major teaching within the perspective of cultural confidence, discussing strategies such as expanding the teaching scope, integrating social resources, introducing technological methods, and promoting international exchanges.

1. Introduction

With the continuous development of socialism with Chinese characteristics, university English teaching that fully embodies Chinese cultural confidence becomes increasingly important. In the context of globalization, university English major teaching should not only focus on developing students' language skills but also emphasize the cultivation of cultural confidence. Cultural confidence is the self-trust and self-esteem that a nation or region demonstrates in terms of its cultural influence, especially in upholding and innovating its native culture. University English major teaching within the perspective of cultural confidence aims to cultivate students' profound understanding of Chinese culture and appreciation of world cultures. Allowing students to gain a deeper insight into Chinese culture and enhancing their cultural confidence while learning English is a crucial goal of university English teaching. Cultural confidence helps form the right cultural attitude.

2. Incorporating Cultural Confidence into University English Major Teaching

Incorporating the concept of cultural confidence into university English major teaching holds significant importance. By infusing cultural confidence throughout the teaching content and process, it helps cultivate students' awareness and confidence in their own culture while enhancing their understanding and respect for the cultures of English-speaking countries. The integration of cultural confidence aids students in gaining a deeper understanding of their own culture by teaching them about their nation's traditional culture, history, and values.[1] Furthermore, it facilitates a better comprehension of the cultures of English-speaking countries by educating students about their

histories, literature, arts, and social customs. The incorporation of cultural confidence also fosters international perspectives and cross-cultural communication abilities among students, enabling them to develop broader outlooks and understand the differences and commonalities among diverse cultures.

3. Enhancing Directions for University English Major Teaching within the Cultural Confidence Perspective

3.1. Balancing Language Proficiency and Cultural Understanding

In current university English major teaching, there should be a balance between developing students' language skills and cultural understanding. While language skills are essential for effective communication, equally vital is cultivating students' comprehension of the culture associated with the English language. Drawing from advanced language teaching philosophies, English can be viewed as a vehicle for culture, and by teaching cultural nuances, students can better understand the underlying meanings and cultural contexts of language. This will aid students in expressing themselves more accurately in cross-cultural communication, avoiding misunderstandings, conflicts, and enhancing their cross-cultural communication capabilities. As global interactions deepen, the importance of culture becomes increasingly prominent. In cross-cultural communication, language is just one facet, while cultural background forms a vital foundation. Neglecting the teaching of cultural nuances can lead to misunderstandings, conflicts, or discomfort in practical communication, hindering the true objectives of cross-cultural communication. University English majors need to possess not only language proficiency but also global thinking and cross-cultural communication abilities.[2]

3.2. Comprehensive Coverage of Diverse Cultures, Reinforcing Traditional Culture

While university English major teaching typically introduces cultural content from various English-speaking countries to broaden students' cultural perspectives, there is a greater need to enhance students' understanding of their own rich traditional culture. University English major teaching should encompass cultural content from various English-speaking countries, including both Western and non-Western nations, to nurture students' global cultural perspectives. By providing diverse materials and case studies, students can gain an in-depth understanding of their own country's history, cultural traditions, and values, thus enhancing their confidence in their own culture. When students fully understand and appreciate the essence of their native culture, they can confidently showcase their own culture's charm on the international stage and engage in more profound communication and collaboration with individuals from different cultural backgrounds. Such talents exhibit higher sensitivity and adaptability in cross-cultural communication, facilitating mutual respect and understanding among different cultures.[3]

3.3. Innovative Teaching Models

While traditional teaching models have been stable and effective in the past, it is essential to actively explore innovative teaching models and incorporate modern technological methods, especially within the context of cultural confidence. To cultivate outstanding talents with global perspectives and cross-cultural communication abilities, the application of innovative teaching methods and technological tools becomes particularly important. Introducing modern educational technology can enhance the interest and interactivity of learning. Teachers can vividly showcase various countries' cultures through formats like images, audio, and video, enabling students to gain a

more intuitive understanding and experience. University English major teaching should adapt to the demands of the cultural confidence perspective, continuously exploring and incorporating innovative teaching methods and technological tools. By fully utilizing modern educational technology to provide personalized learning experiences and cross-cultural communication opportunities, it becomes more effective in nurturing talents with global perspectives and cross-cultural communication abilities.[4]

4. Strategies for University English Major Teaching within the Cultural Confidence Perspective

4.1. Integrating Language Function and Cultural Content in Teaching

In university English major teaching, integrating language function with cultural content is an effective teaching strategy that allows students to gain a deep understanding of the cultural context while learning the language. This comprehensive teaching approach can better stimulate students' interest in learning, enhancing their initiative and enthusiasm for learning. An essential teaching method is guiding students in language practice and cultural exploration through the selection of representative cultural themes. For example, in teaching, selecting the Chinese New Year as a cultural theme, teachers can guide students to learn vocabulary, expressions, and customs related to the New Year. By learning relevant language knowledge, students can better understand and use expressions related to the New Year, thereby improving their language skills. Simultaneously, teachers can introduce the history, origins, traditional customs, and cultural significance of the New Year. Through an in-depth exploration of New Year culture, students can enhance their understanding and identification with traditional Chinese culture. During cultural exploration, teachers can employ various teaching methods to stimulate students' initiative and participation. For instance, when teaching Chinese New Year customs, teachers can organize students into small groups to discuss the significance, customs, and changes of the New Year, encouraging them to think deeply and communicate. The teaching strategy of integrating language function with cultural content can enhance the effectiveness of university English major teaching.[5]

4.2. Emphasizing the Dissemination of Chinese Cultural Characteristics

In university English major teaching, emphasizing the importance of disseminating Chinese cultural characteristics aims to promote students' awareness and confidence in their own culture while enhancing global understanding and respect for Chinese culture. To achieve this goal, teachers can use various methods to introduce the rich cultural heritage of China in an interesting and engaging manner. For example, teaching Chinese ancient literary works like "Dream of the Red Chamber" or "Confucian Analects" in English and showcasing traditional Chinese arts such as Chinese painting and Peking opera are effective ways to disseminate Chinese culture. During teaching, teachers can also guide students to delve into the historical background, values, and traditional customs of Chinese culture, thereby enhancing students' identification with Chinese culture. Furthermore, teachers should encourage students to promote Chinese culture using English. Cross-cultural communication opportunities can deepen students' understanding of Chinese culture and help them better understand and respect other cultures. Additionally, encouraging students to create English works with Chinese characteristics is an essential means of dissemination. Students can express their understanding and insights into Chinese culture in English through writing, speeches, exhibitions, and other forms of expression. This not only helps students improve their language skills but also allows more people to learn about and appreciate Chinese culture.

4.3. Promoting In-Depth Cross-Cultural Education Teaching Models

The application of in-depth cross-cultural education teaching models in university English major teaching can provide students with richer and more comprehensive cross-cultural learning experiences. Teachers can incorporate elements of ethnic minorities and regions into teaching, enabling students to experience China's own diversity and gain a more comprehensive understanding of diverse cultural backgrounds. By comparing the differences and similarities between different cultures, students can gain a deeper understanding of each culture's uniqueness, recognizing the diversity of cultures as a rich and valuable resource. Such comparative research can stimulate students' thinking and enhance their cross-cultural communication abilities. Organizing students for field visits and exchange programs allows them to experience life and social environments in different cultural backgrounds firsthand. These activities can dispel students' outdated impressions of other cultures, deepen their understanding and respect for other cultures, and enhance their confidence and abilities. Emphasizing the cultivation of students' cross-cultural thinking in teaching helps them learn to approach issues from different cultural perspectives, gaining a more comprehensive understanding of the values and concepts behind cultures. This kind of thinking training provides support for students to make wiser decisions in cross-cultural communication.

4.4. Constructing an English Teaching System with Modern Chinese Cultural Literacy

In university English major teaching, constructing an English teaching system with modern Chinese cultural literacy is necessary and significant. Apart from imparting traditional English language knowledge and skills, there should be a focus on fostering students' awareness of contemporary Chinese society, politics, economics, and more. By introducing topics and themes related to contemporary China, students can gain a more comprehensive understanding of China's development and changes, thereby enhancing their confidence and identification with China. Firstly, building an English teaching system with modern Chinese cultural literacy requires improvements in curriculum design and textbook selection. Traditional English teaching often focuses on basic language knowledge and skills, with limited content related to contemporary Chinese society. Therefore, there should be an increase in course content related to various aspects of modern Chinese society, politics, economics, culture, etc., teaching students essential knowledge and information about contemporary China. This teaching approach can help students gain a deeper understanding of Chinese society, thereby enhancing their confidence and identification with China. Moreover, teachers should introduce topics and themes related to contemporary China in the classroom, such as urbanization, technological innovation, environmental protection, and engage in in-depth discussions and exchanges with students. Through such discussions, students can understand the dynamic development of Chinese society, improve their understanding and identification with China, and enhance their oral English and communication skills.

5. Exploring University English Major Teaching in the Perspective of Cultural Confidence

5.1. Expanding the Teaching Scope Future University

English major teaching should actively integrate cultural confidence education with other disciplines, breaking down disciplinary boundaries to create a comprehensive and multidimensional teaching system. This interdisciplinary teaching model will help cultivate English majors with a more well-rounded education, equipping them with not only language skills but also rich cultural backgrounds and social awareness. History is an important means of understanding the cultural evolution of a country or region. By studying the history of English-speaking countries and China,

students can better comprehend and interpret their cultural characteristics and social development context. Historical background knowledge enables students to gain a deeper understanding of the implicit meanings in texts, literary works, and oral communication, helping them become more insightful and discerning cross-cultural communicators. Sociology focuses on aspects such as social structure, culture, and social change, and combining it with cultural confidence English education can help students better understand the mutual influence and integration of different cultures. This can foster students' open and inclusive attitudes toward cross-cultural communication, enhancing their understanding and respect for diverse cultures. Finally, integrating cultural confidence education with other humanities disciplines such as literature, art, and philosophy is crucial. These disciplines play important roles in nurturing students' aesthetic sense, humanistic literacy, and critical thinking. By studying literature, art, and philosophical works from different cultures, students can gain a deeper understanding of the core values and intellectual traditions of various cultures, thereby strengthening their identification with cultural confidence.

5.2. Integration of Social Resources

Future university English major teaching should actively integrate social resources, collaborating with businesses, cultural organizations, and more to provide additional support for cultural confidence education. This collaborative model involving the integration of social resources can offer students a richer and more diverse learning experience, enhancing their cultivation of cultural confidence. On one hand, cooperation with businesses can provide students with practical opportunities and field visits. English major students can visit international companies, gaining insights into their corporate culture and operations, while also learning English expressions and etiquette related to international business communication. Through firsthand experience and observation, students can gain a deeper understanding of international business culture and the importance of cross-cultural communication, deepening their awareness of cultural confidence. On the other hand, collaboration with cultural organizations can offer students more cultural activities and opportunities for cultural exchange. Students can participate in cultural exhibitions, artistic performances, literary lectures, and more, experiencing the unique charm of different cultures. At the same time, students can engage in exchanges with people from different countries, learning about their cultural traditions and perspectives, thereby enhancing their cross-cultural communication abilities. These cultural exchange experiences can spark students' interest in culture, broaden their international perspectives, and cultivate open-minded and confident cultural confidence. Furthermore, hosting cultural lectures and seminars is an integral part of integrating social resources. By inviting experts, scholars, and successful individuals to share their professional knowledge and practical experiences with students, it enriches students' cultural learning content, enabling them to gain a deeper understanding of culture.

5.3. Introduction of Technological Means

In future university English major teaching, innovative teaching tools and resources that combine artificial intelligence and virtual reality technologies will become an important trend, contributing to improved learning outcomes and student engagement. Firstly, using artificial intelligence technology to provide personalized learning plans and guidance for students can better cater to individual differences and learning needs. Artificial intelligence can customize learning plans tailored to each student's characteristics based on their learning history, performance, and study habits. Students can engage in targeted learning based on their progress and schedules, enhancing learning efficiency and effectiveness. Secondly, the use of intelligent tutoring through artificial intelligence allows teachers to gain a better understanding of students' learning situations, promptly identifying learning difficulties and issues, and providing personalized assistance and guidance. Such tutoring not only

helps students overcome learning challenges but also boosts their motivation and confidence, leading to improved learning outcomes. Additionally, the application of virtual reality technology will provide a more immersive learning experience for English education. Through virtual reality technology, students can feel as though they are in the cultural settings of English-speaking countries, participating in and interacting with virtual characters. For instance, students can virtually visit museums in the UK, attend music performances in the United States, or experience the natural landscapes of Australia. These experiences enable students to deeply sense and understand the cultural context of English-speaking countries, enhancing their cultural awareness and interest.

5.4. International Exchanges

In future university English major teaching, efforts should be made to encourage students to participate in more international exchange programs, increasing opportunities for students to communicate with foreigners, thereby broadening their horizons, enhancing cultural confidence, and improving cross-cultural communication skills. Universities can establish exchange programs with foreign universities, encouraging students to study abroad for a semester or a year. Such experiences allow students to firsthand experience life and study environments abroad, engage in deep exchanges with foreign students, and learn about their culture, values, and lifestyles. These cross-cultural experiences help students gain a deeper understanding of the differences and commonalities between different cultures, enhancing their cross-cultural communication abilities. Schools can organize international summer camps, inviting students from different countries to participate. During the summer camp, students can engage in various cultural exchange activities, share their respective cultures, learn English together, and visit historical landmarks and scenic spots in the host country. Such activities help students more tangibly feel the charm of different cultures, strengthening their confidence in their own culture. Hosting international cultural festivals is another way to integrate social resources. By inviting students from different countries to participate, students can showcase the cultural characteristics of their own countries, learn about the cultural expressions of other countries, and promote cross-cultural exchange through presentations, speeches, exhibitions, and other activities. These activities cultivate students' respect and understanding of different cultures, enhancing cultural confidence.

6. Conclusion

Cultural confidence refers to the confidence that a country or a nation exhibits in cultural inheritance, cultural innovation, and cultural dissemination. It is a form of self-esteem and self-assurance in our country's culture, a cultural gene of pride for all Chinese people. In the perspective of cultural confidence, students can not only improve their language skills but also gain in-depth understanding of relevant cultural backgrounds, cultivating cultural confidence. By guiding students in language practice and cultural exploration, teachers can stimulate students' interest and initiative in learning, making teaching more dynamic and engaging. University English major teaching should, under the perspective of enhancing cultural confidence, strengthen cross-cultural communication to cultivate English versatile talents to meet the needs of societal development. University English education should also inherit and promote outstanding Chinese culture. In this context, the concept of cultural confidence is introduced into university English major teaching. This confidence originates not only from the recognition of the profound cultural heritage of our country but also from the awareness of our country's important position in global cultural exchanges.

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