

Research on the Cultivation Path of Cultural Self-confidence under the Perspective of the Strategy of Revitalizing the Country through Science and Education—Using the Chinese Language and Literature Major at Taizhou University as an Example

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Abstract: Under the background of the new era, cultural confidence is of great significance for the comprehensive development of college students. This article takes the Chinese Language and Literature major at Taizhou University as an example to explore how to cultivate cultural confidence among college students and enhance their cultural identity and pride in their country or ethnicity. The article mainly uses methods such as questionnaire surveys and interviews to first sort out and analyze the current situation of cultivating cultural confidence among students majoring in Chinese language and literature. Then, it points out the existing problems and analyzes the reasons. Finally, some feasible suggestions and measures are proposed from the aspects of revising professional talent training plans, students' subjective initiative, teachers' demonstration and guidance, and innovative reform of classroom teaching methods, which effectively cultivate the cultural confidence of college students.

1. Introduction

Cultural confidence is the full affirmation and active practice of one's own cultural values by a nation, a country, and a political party, as well as the firm confidence held in the vitality of their culture. The report of the 20th National Congress of the Communist Party of China made a strategic deployment of "implementing the strategy of revitalizing the country through science and education, strengthening the support of modern construction talents". In the context of the strategy of revitalizing the country through science and education in the new era, it is particularly important for university education to cultivate the cultural confidence of contemporary college students. In response to the current situation, the research team conducted research activities to understand the current situation of cultural confidence cultivation in the Chinese language and literature major of our university, analyzed the actual problems faced by college students in cultural confidence cultivation, and worked hard to find solutions, which aims to achieve the goal of improving cultural confidence

and cultivating high-quality talents.

2. The Current Situation of Integrating Cultural Confidence into the Chinese Language and Literature Major of Taizhou University

To understand the current status of cultural confidence among students majoring in Chinese language and literature at our school, the research team conducted an online questionnaire survey on the students. The survey questionnaire mainly involves three aspects. Firstly, understand the basic understanding of the respondents on the integration of traditional Chinese culture into professional talent training programs, course content teaching, and other aspects. Secondly, understand the views of the interviewees on the path of cultural confidence cultivation and explore the degree of integration between cultural confidence cultivation and teaching content and the degree of acceptance of the interviewees on the path of cultural confidence cultivation. Thirdly, understand the satisfaction of the interviewees with the integration of traditional Chinese culture into the course content and teaching, as well as their satisfaction with the teaching methods of integrating cultural confidence into the teaching process of professional course teachers.

The main target of the survey is Chinese language and literature major students, including 105 senior students, 133 junior students, 146 sophomore students, and 95 freshman students. 479 valid questionnaires were collected through the WeChat mini program "Wenjuanxing". The survey had a wide range of student participation and high credibility, which can comprehensively reflect the real situation.

2.1 Integrating Cultural Confidence Cultivation into Professional Training Programs

In the survey on the reflection of traditional Chinese cultural elements in the talent training program for Chinese language and literature majors, 95.7% of the respondents chose to "inherit and promote excellent traditional Chinese culture, fully understand and practice the core socialist values, consciously integrate and enhance their ideological, political, theoretical, and emotional identification with socialism with Chinese characteristics". 84.3% of students choose to consciously cultivate a relatively rich humanistic heritage and rigorous and pragmatic scientific spirit, integrate emotional and moral education with Chinese language learning, cultivate students' aesthetic appreciation ability, and become backbone teachers of Chinese language teaching in middle schools. The number of people who choose to "understand the unique value of Chinese language education" accounts for 78.6%. The number of people who choose to "initially form a certain sense of globalization and international perspective" is the least, accounting for 72.9%. From this, it can be seen that most students have a certain understanding of the cultural confidence elements integrated into professional talent training programs, but their actual insights are not profound.

2.2 Students' Cognition of Traditional Chinese Culture Implied in Professional Courses

81.4% of students in the survey "Which subjects in the Chinese language and literature curriculum contain rich Chinese traditional culture" believe that ideological and political courses, such as Ideological and Moral Cultivation and Legal Basis and Outline of Modern Chinese History and literature courses, such as Ancient Chinese Literature and Modern Chinese Literature contain rich Chinese traditional culture. 75.7% of students identify with language courses such as Modern Chinese, Ancient Chinese, etc, while 64.3% of students choose courses related to cultural literacy, such as Introduction to Chinese Culture and Aesthetics. There are relatively few students who choose teacher education courses such as "Fundamentals and Principles of Education", "Development and Learning Psychology of Middle School Students", and practical courses such as

"Basic Writing" and "Comprehensive Chinese Language Training", accounting for 51.4% and 48.6% respectively.

2.3 Demonstration and guidance of cultural confidence cultivation in teacher teaching

72.9% of students believe that the integration of knowledge related to Chinese traditional culture in the teaching process of the Chinese language and literature major is very good, 25.7% of students believe it is average, and 1.4% of students believe it is poor. In the survey on the demonstration and guidance of teachers in the cultivation of cultural confidence in teaching, 60.8% of students believe it is very good, 33.9% of students believe it is average, and 5.3% of students believe it is poor. The data shows that in classroom teaching, the efforts of teachers in introducing elements of Chinese traditional culture are not enough, and the role of demonstration and guidance in cultivating cultural confidence is not prominent enough.

2.4 The ways in which teachers cultivate cultural confidence in students

In the survey on "How teachers should integrate traditional Chinese cultural elements into curriculum teaching", 81.4% of students believed that teachers should integrate subject historical background knowledge during the teaching process, 77.1% used traditional festivals to infiltrate traditional culture, 68.6% used poetry as a breakthrough to infiltrate traditional culture, 78.6% used online resources to lead students to appreciate the beauty of traditional culture, and 64.3% innovated classroom teaching forms. In addition, 12.9% of students believe that there are other ways to integrate traditional cultural elements. In the survey on "which teaching mode should be mainly adopted to cultivate cultural confidence", 74.3% of students chose a combination of online and offline teaching mode, 14.3% of students hoped to adopt online self-directed learning, and 11.4% of students chose offline teaching. It can be seen that most students hope that the ways and means for teachers to cultivate cultural confidence in students in classroom teaching should be diverse.

3. Problems and Causes Analysis of Cultivating Cultural Confidence in the Chinese Language and Literature Major at Taizhou University

3.1 Insufficient Emphasis on Cultural Confidence Cultivation in Professional Training Programs

Since the 18th National Congress of the Communist Party of China, government spokesmen has mentioned cultural confidence on multiple occasions. The Chinese nation has a profound and extensive traditional culture, which is the most solid cultural soft power of our country^[1]. As an important battlefield for cultivating various high-quality talents, universities have attached increasing importance to the integration of cultural confidence elements in their professional talent training programs. However, there still exists a certain degree of disconnection between the cultivation of cultural literacy and talent training in different majors. Some majors, when revising their talent training programs, still believe that the theoretical knowledge and professional skills that students in their majors need to master should serve their future practical work, and the connection between this and traditional culture is not very significant. Therefore, it is not necessary to highlight the elements of traditional culture in the training programs.

3.2 Insufficient Understanding of Traditional Chinese Culture Contained in Professional Courses among Students

In the Chinese language and literature major, although most courses contain rich elements of traditional Chinese culture, many students are not aware of this during the actual learning process. This is because their understanding of traditional Chinese culture is only superficial, thinking that only what is explicitly stated in the textbooks can be considered as including traditional cultural knowledge. They are unable to see the innovative transformation and development of Chinese culture in the process of course learning, and their sense of cultural identity cannot be transformed into the application and expansion of culture^[2]. Some individual students also have a one-sided understanding of traditional culture and a low sense of value for our excellent traditional culture^[3]. The reason for this is that school education emphasizes knowledge imparting and neglects ideological influence. Students are overly concerned with course grades, and in such an educational environment, course learning cannot effectively stimulate students' learning and development of traditional culture.

3.3 Insufficiently Prominent Demonstration and Leadership Role of Culture in Confidence Cultivation

At present, universities mainly focus on the student level when carrying out cultural confidence cultivation, while neglecting the optimization and enhancement of teacher cultural confidence. Teachers are guides for student learning, and their exemplary guidance is an indispensable part of cultivating cultural confidence in universities. Carrying out cultural confidence education in universities is not only to deepen the understanding of traditional culture among college students, but also to cultivate their sense of identification with traditional culture, stimulate their initiative and confidence in inheriting and promoting Chinese culture. At this point, the demonstration and leading role of teacher cultural confidence becomes particularly important. However, some teachers only focus on imparting curriculum knowledge in education and teaching, neglecting the leading role of cultural confidence cultivation. The insufficient demonstration and leadership role of teachers in cultivating cultural confidence will to some extent affect students' acceptance and sense of identification with excellent traditional Chinese culture.

3.4 lack of diversity in the ways teachers cultivate cultural confidence in students

In the current teaching, there are still some teachers who use a relatively single classroom teaching method, adopting the traditional 'one-way' teaching mode. Occasionally, they briefly mention traditional cultural knowledge. In modern society, the traditional classroom teaching mode has become difficult to meet the learning needs of college students. The main reason why teachers have a single way of cultivating cultural self-confidence in students during teaching is that they do not carefully prepare before class and fail to design classroom teaching activities reasonably. They also fail to pay timely attention to students' actual learning situations during class, resulting in students passively receiving knowledge. The single teaching method in the classroom can lead to students having poor concentration in class, weak sense of being the main learner, low classroom participation, and weak learning experience. These phenomena make it difficult to stimulate students' interest in learning and also make it difficult to ensure teaching effectiveness.

4. The Path of Cultivating Cultural Confidence from the Perspective of the Strategy of Revitalizing the Country through Science and Education

Our school's talent training program for Chinese language and literature emphasizes in the graduation requirements that students should inherit and promote excellent traditional and revolutionary Chinese culture, fully understand and practice socialist core values, consciously integrate and enhance their ideological, political, theoretical, and emotional recognition of socialism with Chinese characteristics. In order to truly implement the cultivation of cultural confidence in the talent training process, we can explore from the following aspects.

4.1 Highlighting the Cultivation of Cultural Confidence among Students in the Revision of Professional Talent Training Programs

The cultivation of cultural confidence is an important part of the professional talent training program in universities. The latest version of the professional talent training program for Chinese language and literature clearly explains the cultivation of cultural confidence in the graduation goal module. The proportion of cultural courses in the curriculum design module and the proportion of various cultural practice activities in the comprehensive quality development module of extracurricular activities have increased compared to the previous version of the professional talent training program. The increase in the proportion of cultural courses allows students to understand Chinese traditional culture while studying professional knowledge. The implementation of various forms of cultural practice activities allows students to personally experience Chinese culture and enhance their cultural confidence.

In the talent cultivation program, we should strengthen the concept of cultural education and integrate cultural confidence cultivation throughout the entire process of talent cultivation, so that students can establish a firm cultural confidence while learning professional knowledge. Students can understand the connection between traditional culture and modern culture while learning traditional culture. The revision of the professional talent training program highlights the significance of cultivating students' cultural confidence, which can better cultivate their cultural confidence, enhance their cultural identity and confidence. It can improve students' cultural literacy and innovation ability, and better adapt to the needs of social development.

4.2 Motivating the subjective initiative of cultivating students' cultural confidence during professional course teaching

Chinese traditional culture has gone through the baptism of time, which is rich in connotation and inclusive of all things^[4]. However, many students only have a superficial understanding of culture. This requires teachers to consider traditional cultural factors when selecting teaching content in professional courses, pay attention to cultivating students' cultural confidence and cultural identity, and mobilize their subjective initiative in cultivating cultural confidence.

Taking literature courses as an example, ancient Chinese literature teachers can combine literary works and cultural phenomena with historical culture, national spirit, moral ethics, etc. They take the initiative to guide students to deeply explore the cultural connotations and understand the vastness and profoundness of traditional Chinese culture. Foreign literature teachers can guide students to understand cultures around the world, allowing them to understand the uniqueness and value of traditional Chinese culture through comparison, and enhance cultural confidence. Taking practical courses as an example, basic writing teachers can focus on cultivating students' literary literacy, humanistic literacy, and aesthetic taste, allowing them to experience the unique charm of traditional Chinese culture through reading, writing, and thinking. It can be seen that the

professional courses contain a wealth of traditional Chinese cultural elements, and the key is how to mobilize the learning enthusiasm and subjective initiative of students in cultivating cultural confidence.

4.3 Highlighting the Leading Role of Teachers in Cultivating Cultural Confidence

Teachers are disseminators of knowledge and inheritors of civilization. The nature of the Chinese language and literature major determines the leading role of teachers in cultivating cultural confidence, which puts higher requirements on the cultural literacy reserves of teachers.

Teachers themselves should have a high level of cultural literacy and a deep understanding of culture. They should have a strong confidence and identification with Chinese traditional culture, and they should realize that excellent traditional Chinese culture is a strong barrier to establishing cultural confidence. Only in this way can they guide students to understand and appreciate the connotation and value of Chinese traditional culture in the process of teaching, and can they influence and inspire students through words and deeds, helping them establish confidence in Chinese culture. The excellent traditional Chinese culture nurtured by the 5,000-year history of the Chinese nation is the deepest spiritual pursuit of the Chinese nation^[5]. Standing at a new historical starting point, deeply exploring the excellent cultural characteristics rooted in the genes of the Chinese nation, creatively transforming and innovatively developing them, integrating them better with contemporary Chinese culture, and showcasing the contemporary value of excellent traditional Chinese culture are necessary requirements for realizing the great rejuvenation of the Chinese nation^[6]. The long-standing Chinese traditional culture constitutes the foundation of our firm cultural confidence. In the teaching of professional courses, teachers of Chinese language and literature should continuously improve their cultural literacy and teaching ability, and play a leading role in cultivating cultural confidence.

4.4 Fully utilizing new media technology for innovative reform

Modern classroom teaching should be combined with the development of the times, fully utilizing new media technology to innovate and reform teaching methods. New media technology can transform tedious theoretical knowledge into more intuitive and vivid knowledge content, making teaching content more situational and interesting.

Teachers can use multimedia forms such as video, audio, and animation to present knowledge of Chinese language and literature courses in classroom teaching, which can enable students to understand and master the course content more intuitively. Teachers can create an immersive learning environment through virtual reality technology, allowing students to experience the situations in literary works firsthand, enhancing their understanding and perception of the works. Through learning platforms such as MOOC, Zhidao, Weibo, and Rain Classroom, teachers can provide students with comprehensive, wide-ranging, and multi-dimensional cultural and ideological education. This not only enriches the course content, but also broadens the avenues for college students to learn knowledge and stimulates their interest and enthusiasm for learning. In addition to incorporating traditional Chinese culture into classroom teaching, teachers can also incorporate cultural confidence elements into course assessments. Teachers should appropriately consider the traditional cultural factors of students when evaluating course grades, which can motivate students to pay more attention to and learn about Chinese traditional culture, better understand Chinese traditional culture, enhance their cultural confidence and national pride, and promote the inheritance and development of Chinese traditional culture.

5. Conclusion

In the perspective of the strategy of revitalizing the country through science and education in the new era, cultural confidence is of great significance for the comprehensive development of college students and the inheritance of traditional national culture. We should take various measures to cultivate the cultural confidence of college students, including revising professional talent training programs, mobilizing students' subjective initiative, highlighting the leading role of teachers, and innovating classroom teaching methods. Only in this way can we better stimulate students' sense of identification with traditional culture and national pride, cultivate their cultural confidence more effectively, promote China's cultural construction and social development, and enhance China's cultural influence on the international stage.

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