

# On the Paths of Integrating Chinese Culture into College English Teaching from the Perspective of Cultural Self-Confidence

Chunfang Wang

School of Languages and Cultures, Shanghai University of Political Science and Law, Shanghai, 201701, China

## ABSTRACT

Based on the perspective of cultural self-confidence, this paper discusses the current situation and causes of insufficient integration of Chinese culture in college English teaching, analyzes the negative impact of the phenomenon of "Chinese cultural aphasia" on students' cultural identity and cross-cultural communication ability, and proposes a systematic path for integrating Chinese culture from multiple dimensions such as teacher development, textbook optimization, teaching mode innovation, evaluation system construction, and information literacy integration. This aims to enhance students' cultural self-confidence, national identity, and international communication skills, and fulfill the fundamental tasks of "ideological and political education in the curriculum" and "cultivating students' moral character".

## KEYWORDS

Cultural confidence; College English teaching; Chinese culture; Ideological and political education in curriculum; Information literacy; Teaching reform

## 1 Introduction

Under the requirements of the times to strengthen cultural self-confidence and implement curriculum ideology and politics, university English teaching undertakes the dual mission of language ability training and value guidance. As an important foreign language course, college English is not only a carrier for imparting language skills, but also a platform for cultural exchange and dissemination. It should help students build self-esteem and confidence in their own culture, enhance their understanding and tolerance of multiculturalism, and enhance national soft power and international competitiveness from a global perspective.

English teaching needs to pay more attention to integrating excellent traditional Chinese culture, guiding students to become bridges for mutual learning between Chinese and Western civilizations, rather than mere language imitators. In current teaching, the content of Chinese culture is often weakened, and Western culture dominates, leading to the phenomenon of students' "Chinese cultural aphasia". Therefore, it is urgent to systematically strengthen the introduction of Chinese culture, which will not only help broaden students' cultural horizons but also effectively enhance their cross-cultural communication and dissemination abilities. The "College English Teaching Guidelines (2020 Edition)" explicitly states that the curriculum should possess both instrumental and humanistic qualities. Teachers should leverage language teaching platforms to establish a system for cultivating cultural confidence, adeptly manage the relationship between Chinese and Western cultures, and foster students' critical thinking and cultural communication abilities. Simultaneously, it is imperative to promote the deep integration of information literacy education with English teaching, employ modern technology to implement multimodal teaching, and enhance students' proficiency in utilizing information resources to effectively narrate Chinese stories. Integrating ideological and political education into college English courses not only aligns with the demands of the times, but also lays a solid foundation for cultivating talents in the new era who possess a sense of national duty, a global perspective, and international competitiveness.

## 2 The current situation of college English teaching

Through classroom observation of college students, it is found that: Students' understanding of traditional culture mostly remains at the surface level (such as clothing, food, shelter, and transportation), with insufficient knowledge of deeper cultural aspects such as history and philosophy; 70% of students are willing to choose Chinese cultural themes in their English output, but they face difficulties such as "insufficient language organization ability" and "insufficient vocabulary accumulation"; The overall information literacy is relatively weak, lacking the ability to utilize information technology to deeply understand and disseminate Chinese culture; There are issues in teaching such as the "separation of learning and application", insufficient teacher development, and traditional teaching modes.

## 3 The path of teaching reform from the perspective of cultural self-confidence

By strengthening the development of teaching staff, optimizing textbook content, innovating teaching models, and constructing a diversified evaluation system, Chinese culture can be more effectively integrated into college English teaching, facilitating students' comprehensive development and enhancing their cross-cultural communication skills.

These measures are not only beneficial to students' personal growth but also provide new impetus for the inheritance and innovation of Chinese culture.

### **3.1 Strengthening the development of teaching staff**

From the perspective of cultural confidence, we should deeply explore the philosophical thoughts, value concepts, and traditional aesthetics inherent in Chinese culture, guiding students to establish cultural confidence and self-awareness, and enhancing their identification and understanding of excellent traditional Chinese culture. Teachers should guide students to engage in critical thinking, cultivate cross-cultural communication skills, and enable them to understand the world from the perspective of Chinese culture. The successful implementation of ideological and political education in college English courses requires in-depth analysis and active mobilization of various teaching elements. Teachers should possess professional knowledge and abilities in ideological and political education, be able to guide students to deeply consider and discuss moral, ethical, and social issues, play a guiding and inspiring role, and stimulate student participation. Diversified teaching methods should be adopted to cultivate students' thinking abilities, and modern technological means should be combined to fully utilize online teaching platforms, enhance teaching interaction and audio-visual effects, and lay a good learning foundation for students. Students should actively participate in teamwork and social practice, actively think and reflect, and develop critical thinking and moral judgment abilities. College English teachers should actively learn about Chinese traditional culture with a positive attitude, approach traditional culture with a scientific approach, continuously update their teaching concepts, and enhance their professional expertise and lifelong learning abilities. Teachers should use the college English classroom as a platform to enhance students' identification and pride in their country and national culture. Through cross-cultural comparison and exchange, students' international perspective can be broadened, their cultural confidence can be consolidated, and they can better adapt to international exchanges in the context of globalization. In the teaching process, teachers should guide students to draw wisdom from Chinese civilization, cultivate patriotism and cultural pride, and promote dialogue and exchange between Chinese and Western cultures through English teaching.

### **3.2 Optimizing the content of teaching materials**

Ideological and political education in college English courses should not be confined solely to the classroom, but should achieve an organic integration of in-class and out-of-class learning activities, enabling students to transform the ideological and political knowledge learned in the classroom into practical actions. Teachers should design corresponding practical tasks to guide students in applying what they have learned in real-life situations, promoting their ideological growth. With the continuous development of network technology, online teaching forms are playing an increasingly important role in ideological and political education in college English courses. Online platforms not only provide students with a more flexible learning environment but also create more possibilities for the expansion and deepening of ideological and political education. Textbooks, as the primary channel for students to acquire knowledge, occupy a central position in the teaching process. However, the English textbooks widely used in universities currently primarily consist of works and newspaper articles by authors from English-speaking countries, with content often emphasizing the dissemination of Western political, economic, and cultural values, resulting in the neglect or even marginalization of Chinese cultural elements. This structure of textbooks is not conducive to students developing cultural confidence and a sense of inheritance, and may even lead to blind admiration for Western culture, hindering the deepening of teaching reforms. Therefore, it is particularly necessary to optimize and expand the content of existing textbooks. The report of the 19th CPC National Congress clearly pointed out: "The socialist culture with Chinese characteristics originates from the excellent traditional Chinese culture nurtured by the Chinese nation's civilization of over 5,000 years, is forged in the revolutionary culture and advanced socialist culture created by the people under the leadership of the Party in revolution, construction, and reform, and is rooted in the great practice of socialism with Chinese characteristics." When reconstructing teaching content, teachers should clarify the dimensions of integrating Chinese culture and enhance the academic connotation and cultural depth of college English teaching. Surveys indicate that the coverage of existing textbooks in terms of Chinese traditional culture and red revolutionary culture is significantly insufficient, failing to fully demonstrate the depth and breadth of Chinese culture. Therefore, systematic penetration of these two types of cultural content should be strengthened in teaching. Teachers can classify and integrate relevant materials, such as introducing traditional philosophical sentences like "A journey of a thousand miles begins with a single step," to help students understand traditional Chinese moral concepts and behavioral norms. They can also showcase the profoundness and extensiveness of Chinese culture by introducing cultural and artistic forms such as the Forbidden City, Peking Opera, tea ceremony, embroidery, and porcelain. In terms of red culture, popular film and television works such as "The Age of Awakening" and "The Founding of a Republic" can be combined to convey the revolutionary spirit through vivid cases, stimulating students' cultural interest and identification. By clarifying the key points of integrating Chinese culture and emphasizing the organic combination of traditional culture and revolutionary culture, teachers can more effectively extract the essence of culture, provide students with richer and more diverse learning resources, thereby enhancing their

cultural identity and inheritance awareness, and comprehensively improving students' comprehensive literacy and global vision.

### 3.3 Implementation of innovative teaching mode

To construct a systematic college English curriculum, we should adhere to the principle of educating students throughout the entire process, comprehensively covering core teaching aspects such as listening, speaking, reading, writing, and translation. Teachers should integrate ideological and political elements organically into each teaching link based on teaching reality, achieving the goal of comprehensive education. At the same time, to ensure the coherence and integrity of ideological and political education, it is necessary to integrate various teaching links into a unified curriculum framework, making them interrelated and interpenetrating, and jointly serving the comprehensive development of students' overall quality. Integrating Chinese culture into college English teaching requires not only reconstructing teaching content, but also promoting innovation in teaching modes and fully utilizing online and offline teaching resources. In recent years, the blended teaching mode has become a mainstream teaching method due to its integration of the dual advantages of online autonomous learning and offline classroom interaction. Teachers can rely on online platforms such as China University MOOC, China Daily App, and CGTN to select English learning resources related to Chinese culture and integrate them into various teaching links in a targeted manner. College students generally have a strong interest in international affairs, and English news can serve as an important bridge connecting textbook content with the real world, both inside and outside the classroom. In the pre-class stage, Chinese cultural classics, audio-visual materials, and artworks can be pushed through online platforms, and preview tasks can be assigned to guide students to independently understand the basic concepts of Chinese culture. In classroom teaching, cultural experience activities can be designed, such as traditional music appreciation, tea ceremony demonstration, traditional clothing experience, etc., to enhance students' cultural perception ability; students can also be guided to read English translations of Chinese literary classics and analyze the cultural connotations and values contained therein, thereby improving their cross-cultural communication skills. According to the "College English Teaching Guidelines" issued by the Ministry of Education in 2020, cross-cultural education is one of the important tasks of college English teaching. In the after-class period, extracurricular activities should be actively carried out, such as organizing students to visit museums, historical sites, and cultural exhibitions, encouraging them to participate in community cultural practices or volunteer services, deepening their understanding of the contemporary value and influence of Chinese culture through personal experience, and honing their English expression skills. By reconstructing teaching content and implementing blended teaching, college English teachers can effectively integrate elements of Chinese culture, stimulate students' interest in learning, enhance their cross-cultural communication skills and international perspective, and simultaneously strengthen their sense of identity and responsibility for inheriting their own culture. Teachers should fully leverage the technological advantages of the digital era, utilizing the information integration of big data, the interactivity of artificial intelligence, and the real-time nature of the Internet. Relying on cloud-based intelligent platforms and other tools, they should integrate cultural confidence into the entire process of English teaching, providing students with a more comprehensive learning experience. Teaching theories such as POA can be combined to systematically design and plan teaching programs. During the pre-class preview stage, learning resources related to excellent traditional Chinese culture can be pushed through an intelligent platform, and students can be guided to carry out autonomous learning through task-driven methods, enhancing their understanding of traditional Chinese culture. At the same time, phased teaching objectives can be achieved through reading training. In classroom teaching, various exploratory activities can be designed to guide students in analyzing and interpreting cultural materials such as poetry, prose, and traditional music in groups or individually, organically combining language learning with cultural inheritance, enhancing cultural identity, promoting the development of listening and speaking abilities, and achieving deeper teaching objectives. In the post-class expansion stage, students can be encouraged to demonstrate their understanding and expression of Chinese culture through creation and performance, enhancing their English expression ability while strengthening their socialist cultural stance. In addition, teachers can utilize online assessment tools and interactive platforms to timely track students' learning progress, grasp their growth dynamics in language and culture, and provide basis and support for subsequent teaching.

### 3.4 Establishing a diversified evaluation system

Evaluation and assessment play a crucial role in college English teaching, serving as a means to test teaching effectiveness and stimulate students' learning motivation. A scientific and reasonable evaluation system not only helps improve teaching quality but also promotes comprehensive student development, forming a closed-loop teaching process. Through timely evaluation feedback, teachers can optimize teaching strategies, while students can enhance their autonomous learning and critical thinking abilities. Diversified evaluation methods should be implemented to comprehensively assess students' language proficiency and cross-cultural literacy. Traditional written exams primarily test basic knowledge such as grammar and vocabulary, making it difficult to effectively measure higher-level abilities such as cross-cultural communication, cultural awareness, and critical thinking. Therefore, a variety of forms such as oral

communication, listening comprehension, reading, and writing should be comprehensively utilized, and tasks such as project assignments, group discussions, speeches, and presentations should be introduced to comprehensively evaluate students' collaboration, innovation, and cross-cultural communication abilities. The evaluation subject should also be diversified, including teacher evaluation, joint evaluation between teachers and students, and student mutual evaluation. Teachers, as the evaluation leaders, should provide professional feedback on students' learning performance; joint evaluation between teachers and students helps enhance the objectivity and effectiveness of evaluation; student mutual evaluation can promote mutual learning and common progress. The evaluation content should encompass both language skill objectives and cross-cultural competency objectives. College English teaching should not only enhance students' language application abilities but also focus on cultivating their cross-cultural literacy and ideological and political qualities. Cross-cultural communication competency encompasses multiple dimensions such as cultural cognition, attitudes, knowledge, and behavioral adaptation; whereas the ideological and political curriculum objectives emphasize the requirements for students' ideological morality, national consciousness, and social responsibility. The evaluation system should establish specific standards and indicators centered around these objectives. With the aid of modern technological means and online learning platforms, the efficacy of evaluation can be further enhanced. The platforms enable functions such as online quizzes, learning records, and support for autonomous learning, assisting teachers in comprehensively collecting and analyzing learning data, thereby providing a scientific basis for teaching improvement. Improve the evaluation mechanism to verify the effectiveness of ideological and political education. Teaching evaluation plays a crucial role in ideological and political education within college English courses. Traditional evaluations focus on the mastery of knowledge and skills, often neglecting the attention to students' ideological and cultural levels. Therefore, a comprehensive evaluation mechanism should be established for ideological and political education in college English courses. Firstly, the evaluation content should be expanded. In addition to knowledge and abilities, attention should also be paid to students' performance in ideological cultivation, moral sentiments, cultural cognition, and critical thinking abilities, so as to comprehensively reflect the teaching effectiveness of ideological and political education in the curriculum. Secondly, the evaluation process should fully mobilize the enthusiasm of both teachers and students, encouraging students to participate through self-evaluation and peer evaluation, actively discovering and improving their own shortcomings. Teachers should provide comprehensive evaluations covering aspects such as learning attitude, participation, and understanding and application of the ideological and political education content in the curriculum. Diverse participation can enhance the objectivity and reliability of the evaluation. Finally, evaluation should run through the entire learning process, divided into periodic evaluation and summative evaluation. Periodic evaluation focuses on assessing students' cognition and practice of ideological and political content in different learning links and practical activities, such as through group discussions, individual reports, or project presentations. Summative evaluation comprehensively examines learning outcomes after the end of the course, such as understanding the rationality, effectiveness, and actual mastery of the integration of curriculum culture through end-of-term questionnaires. Through diversified evaluation methods, the growth and development process of students can be tracked more comprehensively and dynamically.

#### 4 Conclusion

Integrating Chinese culture into college English teaching is an important way to enhance students' cultural self-confidence and fulfill the fundamental task of cultivating students' moral character. By strengthening teacher development, optimizing teaching materials, innovating teaching modes, constructing a diversified evaluation system, and integrating information literacy education, students' cultural identity, language proficiency, and cross-cultural communication skills can be systematically improved. From the perspective of cultural self-confidence, college English teaching should adhere to the principle of "self-centeredness and inclusiveness", cultivate talents in the new era who possess both a sense of national duty and an international vision, and inject new impetus into the inheritance and innovation of Chinese culture.

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