

Analysis of the Reform of Ideological and Political Education in College English Curriculum from the Perspective of “Cultural Confidence”

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Abstract: With the rapid development of the education industry, higher requirements have been put forward for college English education and teaching, accelerating the pace of college English reform. Issues such as how to integrate knowledge transmission, language expression skill improvement, cultural element extraction, and ideological and political education, and present the role of curriculum education function have attracted attention. In the era of informatization, college students' thinking has undergone certain changes and gradually developed towards diversification. Therefore, universities should start from the perspective of cultural confidence, extract valuable ideological and political elements, and explore effective tourism ideological and political teaching methods. While helping college students enhance their cultural confidence, it is also beneficial for them to better inherit traditional Chinese culture. This article conducts an in-depth exploration of ideological and political education in college English courses from the perspective of “cultural confidence” and uses scientific and effective measures to solve the problems encountered, aiming to provide valuable guidelines for relevant researchers.

Keywords: Cultural confidence; College English teaching; Course ideological and political education; Measure

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1. The significance of carrying out ideological and political education in college English courses under the background of cultural confidence

1.1. Beneficial for meeting the development requirements of the new era

As an important force in the country and society, the value of college students is self-evident. For universities, it is crucial to provide a large number of high-quality and high-level talents for the country and society. At this stage, in order to enable China to develop rapidly and meet the development requirements of the new era, many strategies have been put forward, such as the Belt and Road construction, the great rejuvenation of the Chinese nation, and higher requirements put forward for talent cultivation in colleges and universities, so as to cultivate outstanding talents with strong professional ability and high comprehensive quality. In this situation, actively carrying out ideological and political education in college English courses and integrating Chinese cultural

elements can present certain profound significance. Firstly, in the process of carrying out teaching activities, ideological and political elements should be integrated, with a focus on introducing Marxist ideological theory and the achievements achieved in China. This will enable students to enhance their ideological and political thinking abilities through comparison, while also enhancing their own political consciousness. Secondly, presenting the humanistic nature of the curriculum and timely imparting the content of China's value system and cultural concepts to students in the classroom teaching process can deepen their understanding of China's culture and ensure the improvement of their cultural literacy. Thirdly, during the teaching process, teachers should leverage the advantages of English as a tool to actively engage in language expression and translation practice activities. Through training and accumulation, students will have a richer knowledge system and can bravely express themselves during cross-cultural interactions, making it easier for other countries to further understand China's influence in the world ^[1].

1.2. Beneficial for quickly completing educational missions

In the perspective of cultural confidence, the country and society have put forward increasingly high requirements for universities, which require universities to build a sound ideological and political curriculum collaborative education system and increase the promotion of China's excellent traditional culture. This has also become an important mission for various universities. College English, as a fundamental course, has a certain correlation with cultural elements and has become a crucial medium for cultural inheritance. We attach great importance to the ideological and political construction of college English courses, timely integrate Chinese cultural elements into the entire teaching system, and present the dual values of humanities. Adhering to the principle of education as the center can not only help students form good cultural confidence but also facilitate the rapid completion of educational missions ^[2].

1.3. Beneficial for promoting mutual progress between teachers and students

Culture, as the driving force for a nation's continuous progress, is also a fundamental condition for enhancing a country's influence. During the education and teaching process, universities should adhere to the center of cultural infiltration and promotion, in order to help teachers and students enhance their national self-confidence. At present, conducting ideological and political education in college English courses under the background of cultural confidence can, on the one hand, make teachers emphasize the improvement of their own abilities, increase learning efforts, actively participate in training activities, timely explore the reasons for their own cultural deficiencies, and use scientific and effective methods to respond, ensuring that their cultural literacy is improved. At the same time, in the teaching process, teachers need to pay attention to their words and actions, play their role as role models, and constantly influence students, allowing teachers and students to progress together. On the other hand, as educators and guides for students, teachers should guide them to develop a positive attitude towards English learning, help them establish English learning goals, clarify learning directions, and stimulate their enthusiasm for learning English. Under the guidance of culture, ideological and political education in college English courses can help college students quickly grasp the connection between Chinese culture and Western culture, timely recognize the value of English in cross-cultural interaction, and further elaborate that English learning is not only for obtaining certificates but also an important medium for effectively promoting traditional Chinese culture. Only by making students aware of their responsibilities and obligations in a timely manner can they contribute to the rapid development of our country ^[3].

2. The dilemma and causes of integrating cultural confidence into ideological and political education in college English courses

2.1. The dilemma of integrating cultural confidence into ideological and political education in college English courses

At present, there are many problems encountered in the implementation of college English teaching activities, among which two prominent points are relatively obvious: firstly, there is an excessive emphasis on theoretical knowledge transmission, neglecting the cultivation of cultural literacy; secondly, excessive emphasis is placed on the dissemination of British and American culture, while neglecting the inheritance and promotion of traditional Chinese culture. Certain English teachers within some colleges attach great importance to improving students' language expression skills during teaching, ensuring that they can effectively interact with people from Western countries. In classroom teaching, a lot of time is often spent on vocabulary and grammar training, without incorporating cultural elements. Although some teachers also share cultural knowledge content, it is presented in a formal manner. In addition, college English teachers often center their teaching activities on textbooks, and when applying extracurricular materials, they usually select English and American cultural content and rarely involve Chinese culture ^[4].

2.2. The causes of cultural confidence problems in college English courses

As educators and guides for students, the value of college English teachers is self-evident. If they lack understanding of Chinese culture or fail to integrate Chinese culture into their teaching process in a timely manner, they will not be able to effectively improve the effectiveness of college English culture teaching. However, there are still some English teachers who blindly impart Western culture to students during teaching activities, because they always accept Western culture and lack understanding of Chinese culture. Colleges have not timely recognized the impact of this issue and even demanded that teachers increase their lesson preparation, weakening their teaching enthusiasm. Even though most teachers recognize the importance of integrating cultural confidence with classroom teaching, in the specific teaching process, in order to quickly complete teaching tasks and ensure the improvement of student academic performance, they have always applied previous teaching models to assist teaching, continuously imparting theoretical knowledge to students, and have not integrated language and culture. Meanwhile, at present, some English textbooks in colleges have not selected content rich in Chinese culture, which directly increases the difficulty of teaching for teachers.

3. Reform measures for ideological and political education in college English courses from the perspective of “cultural confidence”

3.1. Improving teacher literacy and optimizing teaching concepts

Teachers, as the main force in carrying out ideological and political education in the curriculum, are closely related to their teaching ability, political consciousness, and comprehensive quality in achieving the effectiveness of ideological and political education in the curriculum. Therefore, as student preaching personnel, teachers should strive for clarity and communication. On the one hand, teachers can effectively improve their level of ideological and political education through self-learning and participating in training activities. On the other hand, understanding one's own responsibility for inheriting traditional Chinese culture and extracting valuable cultural content can play a certain promoting role in enhancing the cultural literacy of teachers. It can be seen that it is necessary to ensure the improvement of teaching ability and comprehensive quality of teachers in order to better lead students to promote China's excellent traditional culture. In addition, when teaching,

teachers need to combine the actual situation of students, optimize English teaching concepts in a timely manner, improve English teaching content, innovate examination methods, etc. We attach great importance to the improvement of students' moral cultivation, help them develop their own thinking skills, and effectively enhance their comprehensive abilities. Only in this way can we promote their rapid development and become qualified socialist successors^[5].

3.2. Analyzing ideological and political elements and scientifically and effectively integrating them

In the ideological and political construction of English courses, the infiltration and integration of ideological and political elements are of utmost importance. Choosing ideological and political elements strictly tests the teaching ability of teachers, which is directly related to the effectiveness of English course teaching. Based on the perspective of cultivating cultural confidence, teachers should scientifically and effectively integrate ideological and political elements, accurately position the scope of ideological and political construction, break through the limitations of textbooks, lead students to comprehensively understand the philosophical thinking and traditional culture in English courses, clarify the key points of integration between ideological and political elements and English courses, and cleverly instruct students to analyze the essence of traditional culture around the differences in course content and student growth. Following the hot topics of social development, students are encouraged to form cultural confidence based on professional growth and to possess stronger professional competence. In addition, teachers should consider the integration of ideological and political elements in multiple stages, study the differences between online and offline teaching, adhere to the guiding ideology of ideological and political education, ensure that the integration of ideological and political elements can bring positive energy to students, expand their knowledge, and continuously improve the efficiency of integrating ideological and political elements into English courses.

3.3. Designing after-school practice activities and incorporating ideological and political content

In the process of designing guidance plans, teachers should help students clarify learning tasks, transform low-level thinking into high-level thinking, enrich their knowledge and vision, and enhance their cultural values. Taking the relevant knowledge points of "Language and Culture" as an example, due to the involvement of a large amount of traditional culture in the text, students are required to translate them. If students translate quickly only to complete assignments, it is difficult to ensure that they improve their translation skills, which is inconducive to participating in the thinking process, let alone deepening their understanding of traditional culture. Therefore, during the after-school practice activities, teachers should incorporate ideological and political content and timely integrate valuable cases into the activities. For example, when translating without forgetting the original intention and continuing to move forward with excerpts, the translation should be "the mirror reflects the form, throughout the ages." By watching this example, it can be seen that the mirror and ancient events were not translated into famous words, but were only used as means to supplement verbs, further presenting the advantages of reflection and present knowledge. If we analyze and supplement the subject, it can make the article smoother and facilitate students' understanding of proverbs. It can be seen that by introducing this proverb, students can not only analyze the success and failure of their predecessors but also timely grasp the process of history from prosperity to decline. This is also the content that our party must summarize. Through effective innovation, we can clarify the path of future development. By studying this part of the content, students will develop a good spirit of struggle, never forget their original intention, meet the development pace of the new era, and enable them to independently inherit the excellent culture of our country, resulting in the

guidance effect of cultural people ^[6].

3.4. Establishing a sound curriculum evaluation system to enhance the effectiveness of ideological and political construction

Course evaluation, as a key mode to enhance teaching effectiveness, is also a way to promote the closed-loop construction of the teaching system. In conventional course evaluation, English course teachers pay more attention to students' mastery of knowledge and skills, and do not fully realize the necessity of cultivating cultural confidence in students, which to some extent hinders the ideological and political construction of English courses. In the new era, teachers should improve and optimize the curriculum evaluation system and emphasize reflecting the richness of evaluation, which not only promotes students to improve their knowledge and skills but also to form strong cultural cognition and develop cultural confidence ^[7]. Considering the cultivation of students' moral qualities and cultural perception abilities, it reflects the participation and enthusiasm of multiple evaluation subjects. Both teachers and students should be the main body of evaluation. Teachers should guide students to self-evaluate learning outcomes, actively evaluate learning outcomes between students, and assess student learning outcomes, urging students to study hard and develop their core competencies. In addition, it reflects a comprehensive evaluation model, which divides the stage evaluation module and the end evaluation module based on the actual learning situation of college students. The former should analyze whether students can perceive ideological and political elements in learning and independently practice ideological and political goals. The latter is to analyze whether students can inherit our country's culture through English knowledge after completing learning tasks, whether they have cross-cultural thinking, gradually strengthen the thinking ability of college students, and maximize the effectiveness of ideological and political construction ^[8].

4. Conclusion

This article mainly focused on the reform of ideological and political education in college English courses from the perspective of "cultural confidence." Firstly, it analyzed the significance of carrying out ideological and political education in college English courses under the background of cultural confidence, and the difficulties and causes of integration of cultural confidence into ideological and political education in college English courses. Secondly, it aimed to improve teacher literacy, optimize teaching concepts, analyze ideological and political elements, scientifically and effectively integrate them, and design after-school practice activities. This paper can provide guidelines for relevant research by deeply explaining and exploring the integration of ideological and political content, improving the curriculum evaluation system, and enhancing the effectiveness of ideological and political construction.

Disclosure statement

The author declares no conflict of interest.

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