

Exploration of the Ideological and Political Education Model of Modern Chinese Courses Under the Guidance of Cultural Confidence

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Abstract: Cultural confidence, characterized by inclusiveness, guidance, and inheritance, has become an important core of education popularization in the new era. As a core basic course in the humanities, the Modern Chinese course possesses both instrumental and humanistic attributes, serving as a key position for curriculum ideological and political education. Based on the concept of cultural confidence, the effective integration of the Modern Chinese course and curriculum, ideological and political education can be achieved, enhancing students' language application abilities and ideological and political literacy. Therefore, this paper analyzes the necessity and dilemmas of ideological and political education in the Modern Chinese course under the background of cultural confidence, and explores its practical model, aiming to provide practical reference for the construction of curriculum ideological and political education guided by cultural confidence.

Keywords: Modern Chinese course; Cultural confidence; Curriculum, ideological and political education; Career development; Fostering virtue through education

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1. Introduction

The “Guidelines for the Construction of Curriculum Ideological and Political Education in Colleges and Universities” emphasizes the importance of curriculum ideological and political education in the teaching of professional courses in institutions of higher learning, and points out that fostering virtue through education should be the fundamental task, integrating value shaping, knowledge impartation, and ability training into one. As a core basic course in the humanities and social sciences, Modern Chinese not only undertakes the instrumental mission of cultivating students' language and character application abilities but also contains rich resources of excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture. It is a key position for implementing the fundamental task of fostering virtue through education in curriculum ideological and political education and cultivating students' cultural confidence^[1]. In the new era, the public's demand for

cultural identity is increasingly urgent, while there are individual differences among different groups in terms of cultural cognitive depth and inheritance awareness, and their acceptance of cultural ideological and political content presents diverse characteristics. Against this background, how to construct an ideological and political education model for the Modern Chinese course based on the goal of cultivating cultural confidence and the characteristics of the audience has become an important issue that needs to be explored urgently.

2. The value of ideological and political education in the modern Chinese course from the perspective of cultural confidence

2.1. Meeting the contemporary demand for cultivating cultural confidence

Cultural confidence is a more fundamental, extensive, and profound confidence, and the most basic, profound, and enduring force for the development of a country and a nation. As an important carrier of Chinese culture, Modern Chinese itself is a vivid embodiment of cultural confidence. Implementing ideological and political education in the Modern Chinese course can deeply integrate language knowledge learning with cultural cognition, cultural identity, and cultural inheritance, realizing the coordinated improvement of language ability and cultural literacy^[2]. On the one hand, audiences in the new era, whether students or social learners, are facing an environment of interweaving diverse cultures, and their demand for exploring their own cultural roots and confirming their cultural identity is increasingly prominent. Ideological and political education in the Modern Chinese course can, through the unique perspective of language and characters, enable audiences to deepen their understanding and recognition of Chinese culture while mastering language tools, meeting their spiritual and cultural needs; on the other hand, the content involved in the Modern Chinese course, such as language norms, character evolution, and rhetorical art, are important witnesses to the inheritance and development of Chinese culture. Combining curriculum ideological and political education with the Modern Chinese course can further strengthen the audience's cultural awareness and cultural responsibility, making them consciously spread excellent Chinese culture in language practice and practice cultural confidence^[3].

2.2. Implementing the fundamental task of fostering virtue through education

The “Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era” clearly proposes to integrate ideological and political work into the entire process of education and teaching, realizing education throughout the whole process and in all aspects. As one of the most widely covered and popular humanities courses, the Modern Chinese course contains rich cultural resources that provide a natural carrier for ideological and political education. The exertion of its ideological and political education function is directly related to the effectiveness of cultural education^[4]. Therefore, taking curriculum ideological and political education as the educational carrier and relying on the Modern Chinese course can effectively implement the fundamental task of fostering virtue through education. Through the transmission of cultural connotations and ideological values behind language and characters, it cultivates compound talents with firm cultural confidence, good language literacy, and noble moral sentiments, who can meet the needs of social development in the new era.

2.3. Fully reflecting the humanistic nature of the modern Chinese course

In traditional Modern Chinese teaching, affected by the examination-oriented orientation and the limitations of teaching resources, teaching often overemphasizes the systematic explanation and application skill training of

language knowledge such as phonetics, vocabulary, and grammar, while ignoring the cultural genes, ideological emotions, and value pursuits carried by language and characters^[5]. Integrating ideological and political education into the Modern Chinese curriculum can provide a deeper exploration of cultural and ideological elements in each teaching module, and integrate the cultivation of cultural confidence into the entire process of knowledge and skill development. This not only allows audiences to receive cultural nourishment and spiritual edification while mastering language tools but also enhances the teaching depth and temperature of the Modern Chinese course, truly realizing the effective unity of knowledge impartation, ability training, and value shaping, making language teaching an important way to cultivate cultural confidence and enhancing the effectiveness of ideological and political education in the Modern Chinese course.

3. Dilemmas in ideological and political education of the modern Chinese course from the perspective of cultural confidence

3.1. Insufficient focus on educational goals

Most of the traditional ideological and political education goals of the Modern Chinese course focus on macro value guidance, lacking precise positioning and detailed paths with cultural confidence as the core. The cultivation of cultural confidence needs to take into account multiple dimensions such as cultural cognition, cultural identity, cultural inheritance, and cultural innovation. However, the current ideological and political education goals of some courses fail to fully combine the linguistic and cultural attributes of the Modern Chinese course, and the entry point for cultivating cultural confidence is not clear, leading to vague goals. At the same time, there are significant differences in the cultural foundation, cognitive level, and learning needs of the audience. If the ideological and political education goals cannot be designed hierarchically according to the characteristics of different groups, it is difficult to meet the needs of beginners for basic cultural cognition, nor can it adapt to the in-depth exploration needs of those with a certain cultural accumulation, which is likely to arouse learning resistance and reduce the pertinence of ideological and political education. In addition, the integration of ideological and political education goals with the instrumental goals of the Modern Chinese course is insufficient. Teachers often regard the cultivation of cultural confidence as an additional task, which is disconnected from language knowledge teaching, making it difficult to organically connect course content with ideological and political elements^[6].

3.2. Superficial ideological and political education

The Modern Chinese course contains a large number of ideological and political resources, covering multiple modules such as the rhythmic beauty of phonetics, the cultural accumulation of vocabulary, the logical wisdom of grammar, and the aesthetic implication of rhetoric. However, these resources need to be systematically sorted out, deeply interpreted, and accurately transformed by teachers to achieve natural integration with teaching content^[7]. In current teaching practice, some teachers still stay at the level of “focusing on language knowledge and interspersing ideological and political elements”, only briefly mentioning culturally related terms and concepts, lacking the interpretation of the historical background, cultural connotation, and practical value of ideological and political elements. As a result, ideological and political education is in a superficial stage of “touching on the surface”, making it difficult for the audience to truly understand the cultural spirit behind language and characters and unable to effectively stimulate cultural confidence. At the same time, the excavation of ideological and political elements lacks systematicness and contemporaneity, mostly limited to traditional

classic cultural content, failing to expand the boundary of ideological and political content in combination with the development trend of new-era culture, social cultural hotspots, and the life experience of the audience. This leads to the difficulty of deep coupling between ideological and political elements, language knowledge, and the needs of the times, affecting the effectiveness of cultivating cultural confidence^[8].

3.3. Insufficient audience participation initiative

The information acquisition methods of audiences in the new era are diversified and fragmented, and their acceptance of boring theoretical indoctrination and single value promotion is low. At present, some ideological and political education teaching of the Modern Chinese course still adopts the traditional teaching model, focusing on classroom lectures, and unilaterally transmitting content related to cultural confidence as theoretical knowledge. It fails to fully combine the cognitive characteristics and learning habits of the audience, and lacks an interactive and experiential teaching design. The presentation of ideological and political elements is mostly in the form of textual theoretical elaboration, lacking visual and situational presentation carriers, making it difficult to stimulate the audience's learning interest. In addition, some teaching content has little relevance to the real life of the audience, failing to make the audience truly feel the important significance of cultural confidence for personal growth and social development. As a result, the audience's internal motivation to participate in ideological and political learning is insufficient, making it difficult to achieve the expected goal of cultivating cultural confidence^[9].

4. The ideological and political education model of the modern Chinese course from the perspective of cultural confidence

4.1. Anchoring the core of cultural confidence and improving the curriculum goal system

Ideological and political education should run through the entire teaching process, be integrated into all teaching links, and realize all-round education. To improve the effectiveness of ideological and political education in the Modern Chinese course, it is necessary to take the cultivation of cultural confidence as the core, optimize the teaching system in combination with the disciplinary attributes of the Modern Chinese course and the characteristics of the audience, and realize the organic unity of language knowledge teaching and cultural ideological and political education^[10].

On the one hand, based on the linguistic and cultural characteristics of the Modern Chinese course, reconstruct the curriculum goal system and design hierarchical and progressive goals for cultivating cultural confidence. For audiences in the primary stage, focus on basic language knowledge and standardized expression, integrate basic cultural and ideological elements such as the origin of Chinese characters and phonetic evolution, and cultivate basic cultural cognition and language confidence; for audiences in the intermediate stage, deepen the explanation of the cultural connotation of vocabulary, the logical wisdom of grammar, etc., integrate ideological and political themes such as cultural inheritance and cultural tolerance, and strengthen cultural identity; for audiences in the advanced stage, focus on the aesthetic appreciation of rhetorical art and the innovative application of language, integrate ideological and political elements such as cultural responsibility and cultural innovation, and improve cultural inheritance and innovation capabilities, realizing the precise adaptation between the audience's cognitive level and the cultivation of cultural confidence^[11].

On the other hand, continuously track the development trend of new-era culture, social cultural needs, and audience cognitive feedback, and update curriculum goals and content in a timely manner. Incorporate the

creative transformation of excellent traditional Chinese culture, the contemporary interpretation of revolutionary culture, and the innovative communication of advanced socialist culture into the curriculum system, and add emerging themes such as language and cultural communication in the context of new media and language confidence in cross-cultural communication, ensuring the contemporaneity and pertinence of curriculum ideological and political education goals, and realizing the effective connection between the cultivation of cultural confidence, the development of the times, and the needs of the audience.

4.2. Digging deep into the connotation of language and culture and systematically integrating ideological and political elements

The content of the Modern Chinese course revolves around Chinese language and characters, containing rich cultural and ideological resources. Teachers need to follow the knowledge logic of the Modern Chinese course and the cognitive laws of the audience, systematically sort out and deeply excavate the cultural and ideological elements in each knowledge module, and build a comprehensive and systematic network of ideological and political content to improve the quality of curriculum ideological and political education^[12].

First, dig deep into ideological and political elements by module to achieve full coverage and precise connection. In the phonetics teaching module, combine the promotion of Mandarin and the protection of dialects, interpret the diversity of language and the inclusiveness of culture, and infiltrate the concept of recognition of the national common language and characters and inheritance of local culture; in the vocabulary teaching module, explain themes such as cultural inheritance and innovation, and the exchange and mutual learning of Chinese and foreign cultures through content such as the evolution of ancient and modern word meanings, the origin of idioms and allusions, and the absorption and local adaptation of foreign words, guiding the audience to establish an open and inclusive cultural mentality and firm cultural confidence; in the grammar teaching module, cultivate a rigorous and realistic thinking quality and a sense of rules with the logic and standardization of Chinese grammar; in the rhetoric teaching module, let the audience feel the aesthetic charm of excellent Chinese culture and improve their cultural aesthetic literacy through the appreciation of rhetorical art in poetry, ci, fu, and classic prose; in the practical writing module, focus on the standardization of official document writing, the authenticity of news writing, and the contemporaneity of literary creation, cultivating a sense of responsibility and contemporary responsibility.

Second, integrate knowledge content from different modules around the core theme of cultural confidence to form thematic teaching units with inherent logical connections. For example, take “Chinese character culture and national confidence” as the theme, integrate content from multiple modules such as the origin of Chinese characters, the evolution of Chinese characters, the standardization of Chinese characters, and the aesthetics of Chinese characters, and carry out a series of teaching activities; take “language communication and cultural responsibility” as the theme, integrate content such as the promotion of Mandarin, cross-cultural language communication, and the application of language in new media, and strengthen the audience’s awareness of cultural communication. Theme design should take into account cultural depth, contemporaneity, and audience relevance, enhancing the systematicness and appeal of ideological and political education.

Finally, pay attention to the organic combination of explicit and implicit ideological and political education. Explicit ideological and political content, such as family and country feelings and socialist core values, directly conveys mainstream values through thematic explanations and group discussions^[13]; implicit ideological and political content, such as language standard awareness, cultural aesthetic taste, and thinking quality, subtly influences the audience through the explanation of language knowledge, the appreciation of classic texts, and

language practice activities. The two complement each other, ensuring the comprehensiveness and systematicness of the integration of ideological and political elements, and enhancing the attractiveness and penetration of the content.

4.3. Innovating teaching implementation paths and building a diversified education model

With the rapid development of information technology, profound changes have taken place in education and teaching models. Teachers of the Modern Chinese course can fully leverage modern educational technology, innovate teaching methods and approaches, and build a diversified education model integrating online and offline teaching, and combining theory and practice, promoting the deep integration of curriculum, ideological and political education and the cultivation of cultural confidence^[14].

At the online teaching level, build a digital learning resource library relying on online learning platforms, integrating ideological and political theme micro-courses (such as “Cultural Genes in Chinese Characters” and “Historical Wisdom in Idioms”), classic text interpretation videos, language and cultural thematic documentaries, online interactive discussion areas, and cultural knowledge challenge exercises. The audience can learn independently according to their own time and needs. Teachers can design hierarchical learning tasks through online platforms, such as basic-level completion of cultural knowledge check-ins, intermediate-level participation in cultural theme debates, and advanced-level conduct of language and cultural research. At the same time, real-time track the audience’s learning situation through platform background data, understand their acceptance of ideological and political content, adjust teaching strategies and content in a timely manner, and provide targeted guidance for offline teaching. In addition, real-time interactive teaching can be carried out through live classrooms, inviting language and cultural experts to give special lectures, and organizing activities such as “Language and Cultural Confidence” theme debates and online cultural salons, enhancing the flexibility and openness of teaching and stimulating the audience’s learning enthusiasm.

In the offline teaching link, carry out in-depth teaching activities in combination with the key content of the course and online learning results. Select classic language cases and social language phenomena containing ideological and political elements for in-depth analysis, such as interpreting cultural phenomena in internet buzzwords and analyzing the language art and cultural connotation in classic literary works, guiding the audience to think about the contemporary value of cultural confidence from a language perspective^[15]; organize group cooperative inquiry activities around themes such as “dialect protection and cultural inheritance”, “language standardization and cultural communication in the new media era”, and “construction of language confidence in cross-cultural communication”, allowing the audience to deepen their understanding and practice of cultural confidence through on-the-spot research, data collection, and achievement display; carry out language practice activities, such as classic poetry recitation competitions, Chinese character writing competitions, cultural theme essay activities, and language and cultural cultural and creative work design, allowing the audience to feel the charm of language and culture in practice and strengthen cultural identity and cultural confidence.

5. Conclusion

In summary, from the perspective of cultural confidence, the construction of curriculum, ideological and political education in the Modern Chinese course is an important practice based on the needs of building a cultural power in the new era and implementing the fundamental task of fostering virtue through education. By anchoring the core of cultural confidence to improve the curriculum goal system, digging deep into the connotation of

language and culture to integrate ideological and political elements, and innovating teaching paths to build a diversified education model, the organic integration of the Modern Chinese course and ideological and political education can be achieved, enhancing the effectiveness of curriculum education. In the future, it is necessary to continuously deepen the adaptability between curriculum goals and the cultivation of cultural confidence, strengthen the deep coupling between ideological and political elements and language knowledge, innovate teaching models and educational carriers, realize the coordinated improvement of language ability and cultural literacy, provide useful reference for the construction of curriculum ideological and political education in the new era, and help the cultivation of cultural confidence and the construction of a cultural power.

Disclosure statement

The author declares no conflict of interest.

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