

Analysis of Innovative Strategies of Classical Chinese Education in Colleges and Universities from the Perspective of Cultural Confidence

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Abstract: Under the background of the steady advancement of social and economic development and the continuous improvement of international status, colleges and universities occupy an important position in the whole education system. At the same time, college students also bear the important responsibility to realize the dream of the great rejuvenation of the Chinese nation. To this end, colleges and universities need to take effective measures to improve students' comprehensive quality, which can enhance students' cultural self-confidence and stimulate their cultural consciousness through the development of classical Chinese education. Therefore, teachers can innovate the education ideas, methods and models of classical Chinese studies from the perspective of cultural self-confidence. In this way, they can not only carry forward traditional culture and promote classical Chinese studies but also enhance students' cultural self-confidence and improve students' comprehensive literacy. This paper studies classical Chinese studies education, which plays a vital role in cultivating students' cultural self-confidence and the construction of school quality education. Therefore, this paper briefly analyzes the practical significance of carrying out classical Chinese studies education in colleges and universities and then analyzes the existing problems in the current classical Chinese studies education, and finally puts forward specific innovative strategies based on the perspective of cultural self-confidence.

Keywords: Cultural self-confidence; Colleges and universities; Classical education of Chinese studies; Innovation strategy

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1. Introduction

In recent years, the reading and promotion activities of classical Chinese studies have been carried out in full swing across the country. Both the people and government departments are vigorously advocating and publicizing classical Chinese studies. In this way, more people can perceive the charm of excellent traditional Chinese culture, and at the same time, it can enhance the cultural confidence of the people. Based on this, colleges and universities should take the responsibility of carrying forward traditional culture, and actively carry out the education of classical Chinese studies with the focus of enhancing cultural self-confidence. The aim is

to teach students professional knowledge and exercise their professional skills, and at the same time, effectively enhance their cultural self-confidence, improve their reading ability and cultivate their comprehensive quality. Ways to innovate the classical education of Chinese studies in colleges and universities based on the perspective of cultural self-confidence is one of the important issues that teachers need to solve at present. This paper will carry out an in-depth exploration of this issue, hoping to be of benefit to teachers.

2. The practical significance of classical Chinese studies education in colleges and universities

2.1. It is conducive to enhancing students' national consciousness

The classical works of Chinese studies contain the refined national spirit and rich history and culture, and the Chinese nation is one of the greatest nations in the world. Since ancient times, the spirit of self-improvement, arduous work and moral commitment has run through the development of the whole nation, and at the same time, it is also related to the future development of the Chinese nation. There are many and varied articles about defending the country or praising the motherland in the classical works of Chinese studies. The introduction of the classical works of Chinese studies in colleges and universities can imperceptitiously influence students, edify their thoughts and purify their hearts. Over time, it can effectively enhance their national consciousness and cultivate their sense of national identity and belonging ^[1].

2.2. It is conducive to cultivating students' ideological quality

Since the reform and opening up, China's social and economic development is in the transition stage of steady progress and has made remarkable achievements in many fields, but at the level of spiritual civilization, construction is relatively lagging. Negative social news and events happen frequently. At the same time, it is not conducive to the construction and development of colleges and universities, especially since college students are the backbone of social construction and development ^[2]. Therefore, colleges and universities should actively carry out the classical education of Chinese studies, which has value in guiding educational significance with moral education. In particular, the value concepts of "gentleness, humility, frugality, benevolence, justice, propriety, wisdom and trust" can be introduced. In this way, students' thoughts and behaviors can be standardized, students' moral quality can be improved, their spiritual civilization can be enriched and their comprehensive quality can be enhanced to promote the improvement and development of students' ideological quality ^[3].

3. The existing problems in the current classical Chinese education in colleges and universities

3.1. The curriculum construction of sinology is not perfect enough

At present, the curriculum system of classical Chinese studies education in colleges and universities is not perfect enough. First, the traditional culture of the Chinese nation is often marginalized in the curriculum system of colleges and universities. The curriculum system of traditional Chinese studies is not systematic, and there is a lack of connecting courses from basic to advanced. As a result, college students will be confused and confused when choosing sinology courses, and it is difficult to find courses that meet their interests and learning needs ^[4]. Second, there are some problems in the selection of course materials, some of the textbooks are old, and outdated, cannot well reflect the latest achievements of current sinology research. Some textbooks are too

difficult to be used as basic textbooks for undergraduates. In addition, the class hours of the classical Chinese studies courses are not reasonable, and they are often compressed to complete the teaching tasks in a short time, which makes it difficult to deeply explain and study the contents of classical Chinese studies ^[5].

3.2. The classical education of Chinese studies is not pay attention to

In the current college education, the classical education of Chinese studies is facing the dilemma of being seriously neglected. On the one hand, many colleges and universities have insufficient curriculum setting and investment in classical Chinese studies education, which leads to a very low proportion of classical Chinese studies in the whole curriculum system, and even becomes an elective course or is marginalized. This arrangement makes it difficult for students to acquire systematic and in-depth knowledge of classical Chinese studies. On the other hand, the management of colleges and universities does not pay enough attention to the classical education of Chinese studies, and the lack of corresponding policy support and capital investment makes the development of classical education of Chinese studies limited ^[6].

3.3. The methods of classical Chinese education lag behind

Among the existing problems in the current classical education of Chinese studies in colleges and universities, one of the obvious problems is the lagging of educational methods. The traditional classical education of Chinese studies often focuses on teaching and recitation, which ignores students' initiative and participation and is difficult to stimulate students' learning interest and enthusiasm. In today's digitization and informationization, this backward educational method has been unable to meet students' learning needs ^[7]. In addition, the classical education of Chinese studies lacks an effective combination with modern teaching technology. Although some colleges and universities have begun to try to use multimedia teaching, network teaching and other modern teaching means, on the whole still stay in the initial stage, lacking in-depth research and effective application. This lag not only affects the dissemination effect of classical Chinese studies education but also limits the students' in-depth understanding and application of classical Chinese studies knowledge ^[8].

3.4. The lack of teachers in classical education of Chinese studies

At present, the teaching of classical Chinese studies in Chinese colleges and universities is faced with the problem of insufficient teachers. For one thing, the teachers of classical Chinese studies education are weak due to the marginalization of classical Chinese education in universities, subject development is limited, and many teachers do not want to devote themselves to classical Chinese teaching or change careers, which leads to a serious shortage of classical Chinese education teachers cannot meet the current teaching needs. Secondly, in classical Chinese education, the professional quality of teachers and the level of education and teaching need to be further improved. Some teachers have a certain interest in Sinology and also have a certain understanding, but because of the lack of systematic knowledge of Sinology, there is no deep cultural foundation, and it is difficult to undertake the task of classical Sinology education ^[9]. In addition, in the classical education of Sinology, there are fewer opportunities for teacher training and exchange, and the lack of platforms and opportunities for external communication and further study.

4. Innovative strategies of classical Chinese education in colleges and universities from the perspective of cultural self-confidence

4.1. Establish the concept of classical Chinese education

First of all, college administrators, teachers and counselors should change their ideological cognition and teaching concepts on time, that is, fundamentally increase the attention and emphasis on classical Chinese studies education, incorporate classical Chinese studies education into important teaching tasks, and increase the proportion of classical Chinese studies education from the top-level design level ^[10]. Then, teachers need to deepen their cognition and understanding of the contents of classical education of Chinese studies. The contents of classical education of Chinese studies not only contain the content of classics and history, but also include the related content of politics, history and philosophy, etiquette, filial piety and morality, which contains rich moral quality and connotation spirit, and covers many fields. For thousands of years, its connotation has been passed down and spread, nourishing and enriching people's souls, and finally giving full play to the educational function of classical education of Chinese studies. Finally, teachers need to establish the concept of comprehensive education and clarify the scope and content of classical education by formulating rules and regulations. Among them, ideological and political teachers and counselors should actively cooperate with teachers to carry out propaganda and education activities of classical Chinese studies, give full play to their respective advantages, and realize collaborative education. In addition, teachers of Sinology and Chinese language and literature should not only teach students the basic knowledge of Sinology but also enhance the propaganda and penetration of Sinology classics, to realize the whole process of Sinology classics education ^[11].

4.2. Improve the curriculum setting of classical Chinese studies education

In order to give full play to the educational concept of classical Chinese studies education, teachers need to build a perfect curriculum system based on setting up a correct educational view, in which teachers can set up elective courses and compulsory courses of classical Chinese studies in combination with the school running strategy, professional teaching characteristics and other factors. In addition, counselors and ideological and political teachers can also teach different contents of classical Chinese studies education according to different professional fields ^[12]. First, teachers should set up compulsory courses of traditional Chinese studies, such as Traditional Chinese Culture, Appreciation of Ancient Poetry and Classic Reading, and also introduce classic works such as The Analects of Confucius, Zhuangzi, Laozi, The Book of Changes and Sun Tzu's Art of War. At the same time, special lectures should be held around ancient architecture, ideological history, literature and art, and students should be organized to teach poetry and so on. Second, teachers also need to adjust the teaching focus according to their professional characteristics. For example, for science and engineering students, their Sinology literacy is low and their foundation accumulation is weak. Therefore, they need to emphasize consolidating their sinology foundation and gradually carry out Sinology classics education. While liberal arts students have relatively high Sinology literacy, at this time, teachers can focus on guiding them to practice and expand, constantly enrich their Sinology knowledge system, and cultivate their Sinology literacy.

4.3. Innovating the teaching methods of classical Sinology education

First, adopt novel teaching methods to stimulate students' interest in learning. Teachers should innovate and integrate teaching methods to improve the interest, entertainment and interaction of classical sinology education, so as to stimulate students' enthusiasm and autonomy. On the one hand, advanced technology and equipment should be used to show students videos, animations and pictures related to classical sinology, so that

students can experience the realistic situation of classical sinology in audio-visual enjoyment. Thus, they can actively participate in education and teaching ^[13]. On the other hand, teachers can make abstract and obscure Guoxue classics vivid through reading and role acting, so as to deepen students' cognition and understanding of Guoxue classics.

Second, teachers can integrate Sinology classics education in the construction of campus cultural activities, and integrate Sinology classics education into colleges and universities through publicity and construction of campus culture. For example, they can use publicity boards, campus websites, radio stations and other ways to post portraits of ancient sages and spread academic thoughts and culture. In addition, teachers can also work with students to build a cultural corridor and can use painting, calligraphy and other ways to create very Sinology cultural characteristics of the cultural corridor clock point, attract more students to participate in it.

Third, colleges and universities can also jointly establish periodicals for reading Sinology classics with teachers of Chinese language and literature, and invite Sinology scholars to give lectures in the university so that students can read and understand Sinology classics deeply under the guidance and help of scholars and experts, and constantly enrich their knowledge reserve and exercise their ability to use sinology classics knowledge ^[14].

4.4. Strengthen the construction of Sinology classics education teachers

From the perspective of cultural self-confidence, it is of vital importance to strengthen the construction of teachers of classical Chinese studies education in colleges and universities. First of all, enhances the professional quality of the teachers of classical Chinese studies education. Colleges and universities should organize regular training for teachers of classical Chinese studies education, invite experts and scholars in the field of classical Chinese studies to give lectures, update teachers' knowledge system and enhance their understanding and grasp of classical Chinese studies. At the same time, teachers should be encouraged to participate in the study of Sinology to improve their academic level to better guide students.

Secondly, the teacher structure of classical sinology education should be optimized. Colleges and universities should strengthen the introduction of classical Chinese education teachers, and actively introduce excellent teachers with rich teaching experience and profound academic background. At the same time, they should pay attention to the training of young teachers, provide them with more development opportunities and platforms, and build a team of teachers with a reasonable age structure and rich teaching experience.

Thirdly, the incentive mechanism for teachers of classical Chinese studies education should be established. Colleges and universities should improve the evaluation mechanism of teachers, incorporate the teaching achievements of classical Chinese studies into the evaluation system, and commend and reward the teachers who have made outstanding achievements in classical Chinese studies education ^[15].

Finally, strengthen the international exchange and cooperation of teachers in classical Chinese education. Colleges and universities should encourage teachers of classical Chinese education to participate in international academic conferences and exchange activities to broaden their international horizons and academic exchange channels. At the same time, they should actively introduce foreign excellent resources and teaching methods of classical Chinese education, enrich the teaching content and teaching methods, and improve the internationalization level of classical Chinese education.

5. Conclusion

In general, from the perspective of cultural confidence, college leaders and teachers should fully realize the

practical significance of carrying out classical Chinese studies education, and put forward specific innovative strategies based on analyzing existing problems. Among them, some measures can be taken to establish the concept of education, improve the curriculum, innovate the teaching methods, and strengthen the construction of teachers to achieve good educational results, which can not only carry forward the traditional excellent culture but also promote the development of students' literacy in Sinology.

Disclosure statement

The author declares no conflict of interest.

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