

# Practical Reflection on Enhancing Cultural Confidence in College English Education

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**Abstract:** Emphasizing cultural teaching in foreign language teaching has become a consensus in foreign language education in universities. In college English teaching, teachers should not only infiltrate Western culture into students, but also better inject Chinese cultural elements, cultivate students' sense of national cultural pride, and enhance their cultural confidence. As a compulsory basic discipline with the highest number of students and a significant credit ratio, college English teaching not only imparts language skills, but also shoulders the mission of quality education and cultural education. In the process of understanding the culture of the English language family, we have a clear understanding of the differences between Chinese and English in terms of language expression symbols, language translation, literature, ideas, and other aspects. This cultural comparison implicit in English education runs through the entire process of English education, playing a positive role in enhancing national cultural confidence.

**Keywords:** Practical Reflection, Cultural Confidence, English Education

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## 1. INTRODUCTION

Culture is the bloodline of a nation and the spiritual home of the people. Culture is also a powerful driving force for the development and progress of a country or a nation. Paying attention to the cultural confidence education of college students to ensure that they can stand in the new era under the background and perspective of globalization, take on the responsibility of inheriting and promoting Chinese culture, and building socialist culture with a more proactive and conscious attitude, is a crucial task and urgent need for higher education.

While enhancing China's cultural soft power, it also enables the country to take the initiative in fierce international competition. Cultural confidence is not only related to the inheritance and development of culture, but also plays an irreplaceable and important role in the long-term development of a country's society and economy. Contemporary college students, as the hope of the country and the nation, the future builders, and successors of the motherland, cultivate their good cultural awareness and patriotism, and form a high level of cultural confidence. Driven by internal spiritual forces, they become inheritors and promoters of excellent Chinese culture, which has profound significance for the contemporary inheritance and external dissemination of Chinese culture. Fernand Brodale said, "It is precisely because of culture that humans have truly lived a human life."

Language is the foundation of cultural production and a significant representative symbol of culture. The fundamental job that students majoring in English language will engage in in the future, whether it is translation in writing or dealing with people from English speaking countries, is not the exchange of spoken language, but the exchange of culture. It has been proven that it is quite difficult for a person to enter another cultural system. When dealing with cultures that are different from our own, we unconsciously use our own perspectives and perspectives to measure other ethnic groups, inevitably leading to misunderstandings.

To avoid the difficulties caused by cultural differences, there is only one way to go: to integrate into this culture as much as possible. To understand the current situation of cultural

confidence among college students, this study selected freshmen and sophomores from the author's school as the research subjects and conducted questionnaire surveys and interviews with them. The survey includes basic personal information of college students, their attitudes towards Chinese and Western cultures, the infiltration of foreign cultures in English classrooms, their understanding of traditional Chinese culture, their participation in cultural activities and practices, and suggestions for cultivating cultural confidence. A total of 282 valid questionnaires were collected this time. The survey results are as follows: During the English learning process, more than half of the students (56.7%) believe that they not only learn language knowledge and skills, but also pay attention to the accumulation and absorption of Western cultural knowledge. 41.5% of students are very interested in Chinese culture, while 44.3% are more interested. It is a common problem that the path of cultivating cultural confidence in college English teaching has not received high attention from all levels.

## 2. THE PROPOSED METHODOLOGY

### 2.1 Reflections and Suggestions on the Cultivation Path of Cultural Confidence in Strengthening College English Teaching

In college English teaching, the cultivation of cultural confidence in various universities can be said to be without textbooks, models, effective actions, and standard requirements. Not receiving enough attention, there are still many gaps at the organizational, teacher, textbook, and teaching levels. We must make every effort to solve it with a correct understanding. College English, as a basic course of higher education, embodies the remarkable characteristics of wide radiation, large number of students, progressiveness and practicality, and its importance is self-evident. However, with the continuous adjustment of China's market economy structure, there are significant differences in the development direction and positioning of English courses among major universities in the new economic environment.

To further enhance the effectiveness of college English education and achieve more idealized talent cultivation results, universities focus on modern cultural education, with

insufficient emphasis on the integration of traditional culture. As a result, the integration of traditional culture and college English education is not close enough, and the cultivation of cultural confidence among college students is hindered. Language is the most prominent external symbol for the independent existence of a nation, and it is the most core and important part of national culture. It goes deep into all aspects of a nation's life, from observable customs and lifestyles to internal thinking characteristics. Like a bright and discernible mirror, it reflects the unique cultural content and corresponding characteristics of each ethnic group.

There is also the "Cross Cultural Communication Course", which provides students with cross-cultural education, helps them understand the differences in worldviews, values, ways of thinking, and other aspects between China and foreign countries, cultivates students' cross-cultural awareness, and improves their social language and cross-cultural communication abilities. Through course learning, students can enrich their knowledge of Chinese and foreign cultures, cultivate their awareness of cultural differences between China and foreign countries, deepen their understanding of their own culture, cultivate their cultural appreciation, and enhance their cultural thinking ability. To enhance students' interest, they can also take cultural courses such as Chinese drama, calligraphy, martial arts, and appreciation of famous works. The insufficient mastery of the advanced culture of one's own country and nation by the college English teaching team leads to the common occurrence of Chinese cultural aphasia in the teaching language.

In the teaching process, the cultural characteristics and achievements of English-speaking countries are overly emphasized, while the guidance of college students' emotional, psychological, and ideological identification with their own national culture is ignored. This is one of the most direct and crucial links that affect the path of cultural confidence cultivation in college English teaching, and solving this problem is urgent. Understanding the rich and excellent cultural connotations and being influenced by subtle thoughts can help college students form a good cultural awareness and cultivation, and then consciously practice traditional culture in their future growth and development. Therefore, based on college English education courses, cultivating students' cultural confidence can better leverage the humanistic value of English courses, make up for the current situation of mother tongue cultural aphasia in traditional classroom teaching, and enable college students to understand local traditional culture in English knowledge learning, correctly understand the development process and brilliant achievements of China's excellent traditional culture, Gradually cultivate contemporary college students into cross-cultural communication talents with high cultural confidence and cultivation.

## 2.2 The Necessity of Cultivating Cultural Confidence in College English Education

The cultural confidence brought by the differences in language expression symbols. Unlike English phonetic characters, Chinese characters are one of the few ideographic characters in the world, and their biggest advantage lies in the special connection between their form and meaning. Mountains, rivers, sun, and moon are originally taken from the images of natural things themselves. Flowers, birds, fish, and insects all retain the unique characteristics of living things, which gives Chinese character learning rich associativity. Therefore, Chinese character learning does not stop at the simple level of language symbols but delves into the thinking

and life wisdom of ancestors. Deepen our understanding of China's vast and profound traditional culture. On the other hand, we should actively carry out rich and colorful campus cultural activities.

Schools should organize various extracurricular activities related to culture, such as campus cultural festivals, cultural clubs, cultural salons, etc., to encourage students to actively participate and make full use of the resources of international students in our school, strengthen mutual communication between Chinese and foreign students, promote and disseminate Chinese culture, let international students understand the excellent culture of the Chinese nation, and promote Chinese culture to the world. In terms of content, we should take the Core Socialist Values as the foundation of the overall construction, place them in the core position and make them the soul and main line throughout. We should regard excellent traditional cultural education as the key and focus of education content, and combine it with self-cultivation, academic pursuits, standing up, acting, and patriotism. Through the implantation of ideological and political education, education of national sentiment, social responsibility education, and humanistic cultivation education, we should expand and extend moral education as the educational content.

These targeted cultural education courses can enable students to form correct perspectives, values, worldviews, and thinking patterns in the comparison of Chinese and Western cultures, and possess good cross-cultural communication awareness and ability, fully exerting the function and role of cultural education. Students can choose elective courses based on their own cultural learning interests to deepen their understanding and understanding of local culture. To effectively stimulate the interest of college students in cultural learning, universities should offer calligraphy, appreciation of red masterpieces, and elective cultural courses in Chinese drama, so that students can improve their critical thinking and appreciation abilities in cultural learning. In addition, organize a variety of cultural experience activities and campus cultural activities.

The difference in language expression symbols leads to differences in literary styles, which in turn brings cultural confidence. Compared with phonetic writing, the ideographic characteristics of Chinese characters have greatly enriched the literary style in China, most typically reflected in the conciseness and richness of language expression. Taking idioms as an example, each idiom has its own cultural background behind it, making the meaning conveyed by the language far greater than its literal meaning. Taking "learning to walk in Handan" as an example, literally, it means going to Handan, the capital city of Zhao, to learn the posture of walking, aiming to warn learners who have not learned what others have learned and have lost their original skills.

With the popularization and rapid development of the Internet, the values of college students have been affected and impacted. Faced with various incoming information, sometimes there is a lack of discernment and judgment, leading to blind admiration for foreign cultures and little attention to China's unique and excellent culture. Therefore, it is very necessary to help them resist the invasion and temptation of various foreign ideologies, improve their discernment ability, and help them establish correct values.

## 3. CONCLUSION

In the implementation process of rural revitalization strategy, rural tourism has become an important engine and

breakthrough for rural revitalization due to its industrial characteristics of "pulling the trigger and moving the whole body". This article deeply analyzes the current situation and main problems of rural tourism development in Jiyuan. Small scale rural tourism operators do not have effective marketing skills and resources and may require long-term government subsidies to maintain the social effects brought by rural tourism. Therefore, it is necessary to design more effective public policies and financial mechanisms to support rural development and tourism.

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