

Research on the Cultivation Path of Cultural Self-confidence for College Foreign Language Major Students

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Abstract

With the development of economic globalization, the education of foreign language majors in Colleges and Universities has been influenced by foreign cultures. It is urgent to carry out cultural self-confidence education in foreign language education. This article takes college foreign language majors students as the research object, and promote a study on the cultural self-confidence of such object. Through a questionnaire survey, this article analyzes the current situation of the object's cultural self-confidence, and probes into a new path to cultivate cultural self-confidence. This new path is helpful to establish the cultural self-confidence of college foreign language major students.

Keywords

Foreign Language Majors; Cultural Self-confidence; Questionnaire Survey.

1. Introduction

The report of the 19th National Congress of the Communist Party of China pointed out that culture is the soul of a country and a nation. Without deep cultural confidence and cultural prosperity, there will be no great rejuvenation of the Chinese nation. College students are the future of the nation, and shoulder the historical mission of cultural inheritance. Foreign language majors need to strengthen their cultural self-confidence to face foreign language and culture, so that they can make use of their professional advantages to tell "Chinese stories" and become the disseminator of Chinese culture.

Economic globalization has made the cultures of various countries converge. Multiculturalism enriches the cultural life of college students and challenges their cultural self-confidence. Under the strong infiltration of western culture, foreign language majors need to enhance their cultural self-confidence. Under the influence of the Beijing Winter Olympic Games and the global novel coronavirus, foreign language learners need to understand the necessity of cultural self-confidence and cultural differences, seek common ground while reserving differences, and take the essence from the dross. Therefore, the current situation of college foreign language majors cultural self-confidence needs to be investigated, and the existing problems of cultural self-confidence should be analyzed to formulate effective cultivation strategies based on the characteristics of their majors.

2. Connotation of Cultural Confidence

Domestic scholars have interpreted and studied cultural self-confidence from multiple angles, dimensions and perspectives. They mainly rely on the relevant policies issued by the state, and combined with literature survey to deepen the connotation of cultural self-confidence. Many scholars believe that cultural self-confidence is a high degree of cultural self-consciousness, a belief that a country and people can strengthen their own cultural values, a recognition of traditional culture and an inclusion of foreign culture. Yang (2020) mentioned that cultural self-confidence is the full affirmation and positive practice of a country, a nation and a political party on their own cultural values, and their firm confidence in the vitality of their culture [1]. For

college students, cultural self-confidence needs to identify with the national traditional culture, not be tempted by the appearance of foreign culture in the global cultural agitation, not blindly advocate foreign culture, maintain the thinking and inheritance of culture, maintain a broad mind and spirit, and dialectically view the impact of multiculturalism.

For the research on the current situation of college students' cultural self-confidence, scholars mostly use interviews and questionnaires to collect samples, and use data analysis to further study the sample data. The research results can be summarized as follows: contemporary college students agree with the traditional culture as a whole, but the lack of cultural self-confidence is obvious, such as insufficient understanding of the traditional culture, one-sided understanding of the revolutionary culture, insufficient attention to the advanced socialist culture, blind obedience to the western culture. Zheng and Wang (2020) pointed out that the negative impact of western social trends on College Students' cultural self-confidence is reflected in weakening college students' recognition of Chinese excellent traditional culture and the motivation to consciously practice Chinese excellent traditional morality, shaking college students' recognition of socialist core values and their belief in the development path of socialist culture with Chinese characteristics [2]. The subjective reasons for this situation are considered to be the immature physical and mental development of students and the weak sense of safety, while the objective reasons are family, school and social environment. For the education of cultural self-confidence, Zhao and Shen (2020) believe that college students are the main body of education and teaching, and it is the basic direction of modern ideological and political education to let students as educatees give full play to their subjective initiative as much as possible. Students' own learning attitude and learning ability are the key factors to achieve the teaching objectives of Ideological and political education [3]. Students are the main body of education. The development of culture is inseparable from the main body, which is urgent to improve the quality and ability of the main body. Wang and Su (2020) pointed out that teachers should play an exemplary role, strengthen the education of socialist core values, create high-quality campus culture, and build high-quality Internet cultural resources, to cultivate college students' cultural self-confidence and give play to the educational effect of College Students' Ideological and political education [4]. Therefore, colleges and universities should attach importance to the construction of teacher education system in addition to the student-centered education.

Most studies on cultural self-confidence are aimed at the public or all college students, and there is a lack of focused research on foreign language majors. Compared with non-foreign language majors, foreign language majors have more opportunities to contact foreign language and culture, and are easy to be influenced by foreign language and culture. Therefore, it is necessary to conduct targeted research on foreign language majors.

3. An Investigation and Analysis of Cultural Self-confidence of College Foreign Language Majors

3.1. Survey Methods and Samples

This survey adopts the method of questionnaire, and compiles the questionnaire on the current situation of foreign language learners' cultural self-confidence. It designs a total of 19 questions, including the understanding and recognition of Chinese traditional culture, and the impact of foreign culture on college students. In order to make the survey data objective, authentic and representative in the process of this survey, random sampling was adopted. College foreign languages majors were selected as the subjects of this study. 170 questionnaires were extracted by questionnaire Star software, of which 165 were valid, with an effective rate of 97.06%. Among them, senior students accounted for 31.66%, junior students accounted for 26.13%, sophomores accounted for 27.14% and Freshmen accounted for 15.07%. 102 students majored

in Japanese, 54 students majored in English and 9 students majored in other languages, accounting for 61.82%, 32.73% and 5.45% respectively. The types of questions include single choice questions and multiple choice questions.

3.2. An Analysis of Foreign Language Learners' Cultural Self-Confidence

Firstly, the survey on the concept of cultural self-confidence found that 66.84% of the students knew about cultural self-confidence, 7.02% of the students knew about some concepts of cultural self-confidence, and 26.13% of the students did not know about cultural self-confidence. This shows that most students have been exposed to cultural self-confidence, their overall cognitive level is not enough. As for the factors affecting cultural self-confidence, this is a multiple topic. 55.78% of the students think that learning pressure is one of the reasons, 61.31% of the students think that schools and society do not pay enough attention to it, and 58.29% of the students think that foreign cultural invasion is too serious. This shows that the lack of cultural self-confidence education is serious. With the acceleration of the international situation and the process of globalization, the cultures of various countries have gradually blended. Colleges foreign language majors are more deeply affected by the impact of foreign culture. It is necessary to establish cultural self-confidence as an important topic in foreign language education.

Secondly, the survey on College Students' acceptance of the cultivation of their own culture shows that 54.77% of the students have seen self-confidence in publicity culture from online platforms such as official account, 46.23% of the students have seen publicity in offline activities, 34.17% of the students have received publicity and education in class, and 9.05% of the students said they have never seen publicity. This shows that the current emphasis on traditional culture is far from enough, especially in the education of foreign language majors. Although the education of professional courses is put in the first place, the education of their own culture is essential. The improvement of cultural self-confidence is not instantaneous. Colleges, as the main battlefield of education, need to give full play to their guiding role.

As for Chinese traditional culture, more than 57% of the students said they liked the strong atmosphere of traditional festivals, 43% of the students said they liked festivals because they could have holidays. This shows that many students just regard traditional culture as a holiday, and ignore their cultural allusions and national cultural heritage rooted in their hearts. When asked about the attitude of China's traditional Dragon Boat Festival, which was successfully applied for the world heritage by South Korea, 58.29% of the students said they were very angry and 34.17% said they were surprised. This shows that most students still have a sense of protection of Chinese culture.

At present, many foreigners still have one-sided views on Chinese culture, thinking that Chinese culture has problems such as pedantry and obsolescence. 56.28% of the students think that Chinese culture does not need foreigners' affirmation, but hope that foreigners can understand Chinese culture. 23.12% of the students felt helpless or angry because of foreigners' negation. When asked about the students' views on the future development prospects of Chinese excellent culture, 54.77% of the students were optimistic about the inheritance of Chinese culture and believed that Chinese culture would spread around the world. This shows that students have a sense of identity and pride in Chinese culture. The survey on taking Chinese traditional culture as a compulsory course and examination content shows that 37.69% of the students are willing to accept, 46.23% of the students are willing to accept the course and are not willing to take the exam, 16.08% of the students do not accept both. The survey of Chinese or history courses in Colleges and universities shows that 45.23% of the students think it is necessary, but they can choose to attend or not. 44.72% of the students thought it was necessary and should be forced to attend classes. This shows that students are interested in traditional culture and have a certain understanding. They have the confidence to accept the

relevant assessment. For students, the acceptance of elective courses is higher than that of compulsory courses. Therefore, how to promote students' conscious attention and cognition to the excellent traditional Chinese culture, make students have the willingness and interest to learn, avoid compulsory learning assessment, stimulate students' interest in their own culture, and cultivate students' feelings for the excellent traditional Chinese culture is the focus of higher education.

Based on the above survey results, the publicity of foreign culture and the cover up of domestic culture are common phenomena in real society. Many students believe that domestic culture cannot be compared with foreign culture. The main reason is that they are blinded by market orientation, which also reflects the lack of students' speculative ability. Foreign language majors in Colleges and universities are deeply affected by the impact of foreign culture. It is particularly important to establish cultural self-confidence in foreign language education. In view of the particularity of this group, it is necessary to explore new ways to enhance cultural self-confidence.

4. New Path of Cultural Confidence

4.1. School Society: Common Force Coordination

With the rapid development of information technology, social information is growing explosively. Schools are not the only way to obtain information. A good social atmosphere is extremely important. The prevalence of electronic products, excessive pursuit of entertainment and sensory stimulation will lead to the lack of traditional cultural knowledge. In the new media era, we should do a good job in cultural publicity, focus on the development of Chinese culture, and improve the whole society's understanding of the lack of cultural self-confidence. The subjective reasons such as the weak cultural psychology and the lack of speculative ability of college students result in the lack of cultural self-confidence. If we want to change this kind of cultural weak psychology, the key is to need students to overcome the cultural weak psychology and establish a healthy mentality of cultural self-confidence. Under the influence of multiculturalism, college students lack the ability of value judgment and are prone to extremes, which is also an important manifestation of the current lack of cultural self-confidence of college students. As the base for talent training, colleges and universities are the last education base for students before they enter the society. Therefore, colleges and universities must play an important guiding role. The society is the extension of colleges and universities. They need to work together to create a good cultural atmosphere.

4.2. Higher Education: "Three" Education

As an important position of cultural development and education, colleges and universities are very important for the cultivation of students' cultural self-confidence. All colleges and universities should implement the concept of "three" education put forward by the Party Central Committee, that is, "all personnel education, whole process education and all-round education". Take "Strengthening Morality" as the fundamental task of talent training, and integrate ideological and moral education, cultural knowledge education and social practice education. The ideological and political work shall be carried out throughout the whole process of education and teaching, and the ideological value shall be guided throughout the whole process and all links of education and teaching. This can form a long-term mechanism of teaching, scientific research, practice, management, service, culture and organization [5].

The subject status of students should not be ignored. The will of students is the key premise of all education. In higher education, we should fully respect and mobilize the subject consciousness of college students and promote their conscious attention to the excellent traditional Chinese culture. Only when students understand the importance of their own

culture and spontaneously want to know more relevant knowledge, can the concept of cultural self-confidence be rooted in students' thoughts and let them consciously improve their cultural self-confidence. Colleges and universities should strengthen the teaching of required courses or elective courses of humanistic literacy, stimulate students' interest in learning traditional culture, and maintain their own Chinese literacy and cultural knowledge. In addition, rich campus activities are also an important way to cultivate college students' cultural self-confidence, such as holding lectures or online and offline activities on cultural self-confidence or Chinese traditional culture.

4.3. Professional Teaching: Curriculum Ideology and Politics

Foreign language teaching aims to cultivate professional compound talents with good comprehensive quality, solid basic foreign language skills and professional knowledge, and adapt to China's foreign exchange, national and local economic and social development, foreign-related industries, foreign language education and academic research. The foreign language discipline can reconstruct the ideological and political classroom of foreign language courses from the aspects of teaching system construction, teacher team construction, teaching model innovation.

(1) Teaching system construction. Firstly, follow the discipline law and establish the teaching goal of invisible integration with ideological and political education. It is clear that the goal of talent training is not only the training of knowledge, but also the recognition of socialist core values with national feelings and international vision. Secondly, it is necessary to optimize the content of teaching materials, and dig deep into the ideological and political elements in foreign language teaching materials. Teaching materials are the main basis for teachers' teaching and students' learning. When interpreting foreign cultural ideas, we should find the right starting point and interpret them from the perspective of cross-cultural speculation.

(2) Teacher team construction. College teachers need to improve their ideological and political theoretical literacy through various ways, such as holding lectures, seminars, and need to improve their own ideological pattern and ideology. Students should be the main body to avoid rote and indoctrination. Pay attention to cultural guidance, rather than blindly emphasizing the importance of cultural self-confidence. We should help students examine traditional culture and foreign culture from multiple angles and improve their foreign language expression ability. In teaching practice, we should focus on introducing cultural differences, deepen the understanding of cross-cultural communication, and cultivate students' cross-cultural communication ability and speculative ability.

(3) Teaching model innovation. We can adopt the flipped classroom, online and offline hybrid teaching mode, and use network resources, national quality resource sharing courses, FLTRP u campus, school network resource platform and other auxiliary teaching to guide students to care about current affairs. This can increase the diversity and interest of learning, avoid rote cultivation of students' cultural self-confidence, imperceptibly let students actively and spontaneously understand local culture, and cultivate students' feelings of home and country.

Furthermore, colleges and universities need to respond to the call of national policies and carry out the teaching content of cultural self-confidence. College educators should make clear the specific training objectives and requirements of cultural self-confidence training, firm the training principles, and actively integrate cultural self-confidence education into the classroom. Efforts should be made to strengthen the cultivation of College Students' cultural self-confidence from various aspects and explore the cultivation path of College Students' cultural self-confidence.

5. Conclusion

This paper investigates the lack of cultural self-confidence of foreign language majors in Colleges and universities. The results show that foreign language majors in Colleges and universities have a high sense of identity with traditional culture, but their practical efficiency is low and their awareness of cultural self-confidence is weak. Also, the paper puts forward the construction path of cultural self-confidence, which provides a guiding direction for carrying out this practice.

Ethical Approval

This article does not contain any studies with animals performed by any of the authors.

Ethical Approval

This article does not contain any studies with human participants or animals performed by any of the authors.

Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Data Availability Statement

No data were used to support this study.

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