

# Exploration of the Path of Ideological Education in Colleges and Universities Based on Cultural Confidence

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**Abstract:** *In the education of colleges and universities, the cultivation and development of cultural confidence plays a very important role. It is not only related to the content and methods of ideological education, but also to the effect and quality of ideological education. However, in the implementation process, ideological education in colleges and universities in China also faces some problems and challenges. This paper explores the path of ideological education in colleges and universities based on cultural confidence, and explores how to enhance the cultural confidence of contemporary college students through education in colleges and universities.*

**Keywords:** Cultural confidence, Ideological education, Traditional culture.

## 1. The Importance of Cultural Confidence in Ideological and Political Education in Colleges and Universities

### 1.1 Theoretical and Practical Basis of Cultural Confidence

As an important social psychological state, cultural confidence refers to a country or nation's recognition, pride and confidence in its own culture. It is the internal driving force for the prosperity and development of a nation's culture. In the exploration of the path of ideological and political education (ideological and political education) in colleges and universities, cultural confidence is an element that cannot be ignored. The following will explain cultural confidence from the two dimensions of theory and practice.

First, we need to clarify the theoretical source of cultural confidence. Cultural confidence is not created out of nothing. It is based on a deep understanding and accurate evaluation of the nation's cultural traditions, cultural heritage, and modern cultural innovation capabilities. China's cultural confidence stems from more than 5,000 years of historical sedimentation, including various elements of traditional culture, such as Confucianism's "benevolence" and "harmony", Taoism's "nature" and "inaction", and Legalism's "rule of law" and "discipline". These traditional cultural elements constitute the genes of Chinese culture and are the basis of our cultural confidence. At the same time, with the deepening of reform and opening up, China's modernization drive has also provided new content and forms for cultural confidence. For example, progress in scientific and technological innovation, economic development, and social governance are all regarded as important manifestations of cultural confidence.

Secondly, the embodiment and role of cultural confidence in practice. In the ideological and political education of colleges and universities, the practice of cultural confidence is mainly achieved through the following aspects:

Curriculum setting and teaching content. Integrate content related to cultural confidence into the curriculum system of ideological and political education, such as setting up relevant

courses such as "Excellent Traditional Chinese Culture", "Revolutionary Culture", and "Advanced Socialist Culture", so that students can understand and appreciate the charm of culture in systematic learning, thereby enhancing cultural confidence.

**Campus cultural activities.** Organize rich and colorful cultural activities, such as traditional festival celebrations, cultural and art festivals, intangible cultural heritage experiences, etc., so that students can feel the warmth and depth of culture through personal participation and experience, and further establish cultural confidence.

**Social practice activities.** Encourage students to participate in social practice, such as cultural exchange, community service, and study at red education bases. Through practical activities, students can intuitively feel the development achievements of the country and national culture, and enhance their sense of identity and pride in cultural confidence.

**Innovation of the ideological and political system.** Integrating the concept of cultural confidence into the entire process of ideological and political education, such as in daily student management, ideological education, psychological counseling, etc., can reflect the guiding role of cultural confidence and help students establish a correct view of history, nation, country, and culture.

In short, cultural confidence is an important manifestation of a country or nation's soft power. For ideological and political education in colleges and universities, it is not only a theoretical requirement, but also a practical need. Through the continuous deepening of the understanding and exploration of the theoretical and practical basis of cultural confidence, students can be effectively guided to establish a correct world outlook, outlook on life, and values, and provide strong cultural support for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

### 1.2 Analysis of the Current Status of Cultural Confidence in Ideological and Political Education in Colleges and Universities

In the current ideological and political education of colleges and universities, cultural confidence, as an important educational resource and educational goal, is of self-evident importance. Cultural confidence refers to students' identification, pride and confidence in their own culture, and is a manifestation of national spirit and national identity. However, in the actual practice of ideological and political education in colleges and universities, the cultivation of cultural confidence still faces many challenges and problems.

First, the importance of cultural confidence in ideological and political education in colleges and universities is not enough. In the ideological and political education courses of some colleges and universities, the introduction and teaching of the connotation, importance and cultivation methods of cultural confidence are often not systematic and in-depth, resulting in students' understanding and recognition of cultural confidence is not comprehensive and in-depth enough.

Secondly, the teaching methods of cultural confidence in ideological and political education in colleges and universities are relatively single. The traditional cramming teaching method still dominates, lacking innovation and interactivity, which is not conducive to stimulating students' interest in learning and enthusiasm for participation, nor is it conducive to the effective cultivation of cultural confidence.

Thirdly, the actual connection between cultural confidence and ideological and political education in colleges and universities is not close enough. When teaching content related to cultural confidence, there is often a lack of close integration with students' real life and social practice, making it difficult for students to combine what they have learned with actual situations, affecting the actual effect of cultural confidence education.

In addition, the evaluation and feedback mechanism of cultural confidence in ideological and political education in colleges and universities is imperfect. There is a lack of a systematic evaluation system for the cultivation of students' cultural confidence, and there is also a lack of timely and effective feedback mechanism, which makes it difficult for educators to understand the educational results in a timely manner, and is not conducive to the improvement and optimization of educational methods.

Finally, the openness to foreign cultures in the ideological and political education of colleges and universities is not enough. In the context of globalization, the influence of foreign cultures on students is increasing. If there is a lack of reasonable guidance and open attitude towards foreign cultures in the ideological and political education of colleges and universities, it may lead to a decline in students' sense of identity with local culture and affect the cultivation of cultural confidence.

In summary, the current status of cultural confidence in ideological and political education in colleges and universities still has many problems and shortcomings. In the future, colleges and universities need to start from curriculum setting, teaching methods, practical activities, evaluation feedback, and open attitudes to comprehensively improve the quality

and effect of cultural confidence education and cultivate new people of the era with high cultural confidence.

### **1.3 The Value and Role of Cultural Confidence in Ideological and Political Education in Colleges and Universities**

Cultural confidence is a manifestation of national confidence and an important component of a country's soft power. Its value and role cannot be ignored for ideological and political education in colleges and universities. In the current context of globalization, the cultivation of cultural confidence is not only related to the spiritual independence of a nation, but also a reflection of a country's core competitiveness.

First of all, the value of cultural confidence in ideological and political education in colleges and universities is reflected in its ability to enhance students' sense of national identity and national pride. One of the core goals of ideological and political education is to cultivate socialist builders and successors with a correct world outlook, outlook on life, and values. Through the affirmation of their own culture and the cultivation of confidence, students can have a more comprehensive and in-depth understanding of the country's history, culture, and development achievements, thereby establishing a sense of identity with the country and the nation. This sense of identity is an indispensable part of ideological and political education, and it lays a solid value foundation for the all-round development of students.

Secondly, the cultivation of cultural confidence helps college students form correct cultural values. Under the impact of multiculturalism, cultural exchanges in the process of globalization can enrich knowledge and expand horizons, but they may also lead to the diversification and complexity of cultural identity. Ideological and political education in colleges and universities helps students establish correct cultural values by promoting and spreading the excellent traditional Chinese culture and the socialist culture with Chinese characteristics in the new era, so that they can maintain cultural confidence in the tide of globalization, correctly handle the relationship between foreign culture and local culture, and form an inclusive cultural perspective.

Thirdly, strengthening cultural confidence can enhance the appeal and appeal of ideological and political education. If the content of ideological and political education can be combined with students' life experience and emotional experience, it will be easier for students to accept it. By exploring and promoting the unique charm of national culture, ideological and political education can be transformed into a kind of emotional education and spiritual education, enhancing its inherent appeal and inspiration, so that students can naturally accept the content of ideological and political education in the process of enjoying culture.

Finally, the cultivation of cultural confidence is an important way to improve the quality of ideological and political education. The cultural confidence of a country and a nation is an important manifestation of its soft power and an important part of its comprehensive national strength. Integrating cultural confidence into ideological and political education can not only enhance students' cultural recognition and

judgment, but also inspire students' innovative spirit and practical ability through the power of culture, and contribute wisdom and strength to the development of the country.

In summary, cultural confidence has irreplaceable value and role in ideological and political education in colleges and universities. Through in-depth analysis and practical exploration, we can better play the practical role of cultural confidence in improving the quality of ideological and political education and cultivate more outstanding talents with global vision and local sentiment.

## **2. Specific Measures for Exploring the Path of Ideological and Political Education in Colleges and Universities**

### **2.1 Strengthen Curriculum Construction and Highlight the Theme of Cultural Confidence**

In the current era, cultural confidence is an important manifestation of national soft power and an important part of ideological and political education in colleges and universities. As an important base for cultivating socialist builders and successors, the exploration of the path of ideological and political education in colleges and universities is not only related to the formation of students' world outlook, outlook on life and values, but also to the cultivation of national cultural confidence. Therefore, strengthening curriculum construction, highlighting the theme of cultural confidence, and optimizing curriculum settings are important ways to improve the quality of ideological and political education and deepen cultural confidence education.

First of all, curriculum construction is the basic project of ideological and political education in colleges and universities. Curriculum is the main carrier for transmitting knowledge, cultivating abilities, and shaping values. It is the most direct and deep form of education for students. Therefore, strengthening curriculum construction, especially the construction of ideological and political education courses, is the primary prerequisite for cultivating students' cultural confidence. In curriculum construction, we need to integrate the cultivation of cultural confidence into every course. Whether it is a general education course or a professional education course, we must organically integrate the relevant content of cultural confidence, so that students can deeply understand and recognize the value of cultural confidence while acquiring professional knowledge.

Secondly, optimizing the curriculum is the key to improving the effectiveness of cultural confidence education. The curriculum should keep pace with the times and be constantly updated to meet the needs of social development. In this process, we should pay special attention to how to concretize and practice the goal of cultivating cultural confidence. For example, we can offer special courses such as "Excellent Traditional Chinese Culture" and "Education on Socialist Core Values". Through the study of these courses, students can systematically learn the essence of Chinese culture and understand and grasp the connotation of socialist core values.

In addition, the design of course content should be closely integrated with students' reality. Through various teaching

methods such as case teaching, discussion-based teaching, practical teaching, etc., students' interest in learning should be stimulated, their participation should be improved, and students' cultural confidence should be enhanced through the combination of theory and practice.

Finally, in the process of curriculum construction, it is also necessary to strengthen the construction of the teaching staff. Teachers are the main body of curriculum construction and the guides and instructors of students' learning. Teachers' cultural literacy, educational concepts, teaching abilities, etc. directly affect the quality of cultural confidence education. Therefore, it is necessary to continuously improve the cultural confidence level and teaching ability of the teaching staff through training, learning, communication and other methods.

In summary, strengthening curriculum construction, highlighting the theme of cultural confidence, and optimizing curriculum settings are important links in the exploration of ideological and political education paths in colleges and universities. Through such path exploration, we can effectively guide students to establish a correct view of history, nation, country, and culture, and provide a solid educational foundation for cultivating socialist builders and successors with high cultural confidence.

### **2.2 Enrich Teaching Methods and Enhance Cultural Confidence and Identity**

In the exploration of the path of ideological and political education in colleges and universities, "enriching teaching methods and enhancing cultural confidence and identity" is an important part. To achieve this, we need to start from multiple dimensions, design and implement diversified teaching methods, in order to establish confidence and identity in students' national culture.

First, case teaching is an effective way to enhance students' cultural confidence and identity. By selecting cases related to Chinese traditional culture, revolutionary culture, and advanced socialist culture, students can deeply understand and appreciate the connotation and value of culture through concrete and tangible historical events and stories. For example, by analyzing the case of "Lei Feng Spirit", students can be guided to learn Lei Feng's selfless dedication and spirit of helping others, thereby enhancing their recognition and pride in the core socialist values.

Secondly, situational teaching methods can allow students to personally experience and practice cultural confidence in a simulated social and cultural environment. For example, a "Model United Nations" activity can be designed to allow students to play the role of representatives of various countries and discuss issues related to cultural exchange and respect. In such a situation, students can not only learn cultural understanding from an international perspective, but also deepen their understanding and confidence in their own culture through role-playing and situational simulation.

In addition, comparative literature can be used to guide students to compare the similarities and differences between different cultures, so as to more clearly understand the uniqueness and advantages of their own national culture.

Through comparative analysis, students can evaluate their own culture more objectively, and enhance their cultural confidence while recognizing its value.

Furthermore, we can use modern information technology, such as online education platforms and multimedia resources, to enrich teaching methods. For example, we can produce high-quality micro-courses and micro-films to attract students' interest and convey cultural confidence in a more acceptable way.

Finally, in order to ensure the effective implementation of these teaching methods, colleges and universities should establish corresponding evaluation and feedback mechanisms to continuously adjust and optimize teaching plans. Through direct feedback from students, teachers can timely understand the actual effects of teaching methods and make targeted improvements based on this.

To sum up, through rich teaching methods, we can effectively enhance students' cultural confidence and identity, and lay a solid foundation for cultivating compound talents with global vision and national confidence.

### **2.3 Promote Practical Teaching and Improve the Practical Ability of Cultural Confidence**

In the exploration of the path of ideological and political education in colleges and universities, practical teaching is an important part of enhancing students' cultural confidence, and its importance is self-evident. Through practical activities, students can not only transform the theoretical knowledge they have learned into practical operation capabilities, but also deepen their understanding and recognition of the concept of cultural confidence in the process, thereby comprehensively improving their practical ability of cultural confidence.

First, practical teaching can provide students with opportunities to directly contact and experience traditional culture, revolutionary culture and advanced socialist culture. For example, by organizing students to participate in traditional festival celebrations, intangible cultural heritage experience, red education base learning and other activities, students can intuitively feel the profoundness and unique charm of Chinese culture. In this process, students' national pride and cultural self-confidence are enhanced.

Secondly, practical activities allow students to apply the theoretical knowledge they have learned in the process of solving practical problems and improve their problem-solving ability. For example, after learning about the theory of socialism with Chinese characteristics, students can participate in social surveys, research projects, etc., to explore the combination of theory and practice, so as to better understand and apply these theories to analyze and solve practical problems.

Thirdly, by participating in practical activities, students can better understand the role of cultural confidence in promoting social progress and national development. For example, by participating in projects such as rural revitalization and community service, students can directly observe and analyze

how cultural confidence is transformed into a driving force for local economic development. This experience can further inspire students' cultural confidence.

Finally, practical teaching can also cultivate students' innovative consciousness and practical ability. In the process of solving practical problems, students need to be creative and come up with innovative solutions. This process can effectively enhance students' innovative ability and practical operation ability, and it is also a deepening and sublimation of cultural confidence.

In summary, promoting practical teaching is an effective way to improve students' cultural confidence and practical ability. Through rich and diverse practical activities, students can not only transform the concept of cultural confidence into practical actions, but also improve their practical ability in the process, laying a solid foundation for future study and work.

### **3. Practical Case Analysis of Cultural Confidence in Exploring the Path of Ideological and Political Education in Colleges and Universities**

In the current practice of ideological and political education in colleges and universities, a certain college actively explored the path of combining the sinicization of Marxism with the excellent traditional Chinese culture in order to enhance students' cultural confidence and sense of identity. This exploration is not only a theoretical attempt, but also a specific practical process, which involves the updating of educational content, the innovation of educational methods and the evaluation of educational effectiveness.

First, the university has innovated in its curriculum. For example, it has opened an elective course called "Marxism and Chinese Culture" to help students understand the intrinsic connection between Marxist theory and traditional Chinese culture. The course content includes an interpretation of the basic principles of Marxism, a historical review of traditional Chinese culture, and an exploration of the path to the integration of the two. Through this course design, students can not only receive a systematic education in Marxist theory, but also gain a deep understanding and recognition of the value of China's excellent traditional culture.

Secondly, the university has made various attempts in educational methods. For example, it organizes students to carry out themed social practice activities in combination with traditional festivals or important historical events. In the activities, students are encouraged to observe and analyze traditional Chinese cultural phenomena from a Marxist perspective, such as the origin of the Spring Festival and the historical significance of the Dragon Boat Festival. This approach can not only enhance students' practical ability, but also allow them to deepen their understanding of the combination of Marxism and Chinese culture in actual operations.

Thirdly, the university also pays special attention to the evaluation of educational effectiveness. Through regular questionnaires, interviews, and course papers, it collects

students' feedback on course content, teaching methods, and changes in their cultural confidence and identity. These feedbacks are not only used to improve future teaching plans, but also become an important indicator for measuring the effectiveness of ideological and political education.

Finally, through these educational practices, the university has effectively improved students' cultural confidence and identity. In the process of deeply understanding and practicing the combination of Marxism and traditional Chinese culture, students not only enhanced their theoretical literacy, but also enhanced their identity and confidence in their own culture. This improvement in cultural self-confidence is of great significance for students to form a correct world outlook, outlook on life and values.

To sum up, the university's approach of effectively combining the sinicization of Marxism with China's excellent traditional culture in ideological and political education not only enriches the educational content and methods, but also improves the effectiveness of education and provides other universities with Useful reference and reference. Through the exploration and practice of this path, the quality and level of ideological and political education in colleges and universities have been significantly improved, and at the same time, it has laid a solid foundation for cultivating socialist builders and successors with high cultural confidence.

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