



# Research on the Teaching Pathways of English Major Curriculum Ideological and Political Education from the Perspective of “Cultural Confidence”

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**Abstract:** With the rapid development of global information technology and the continuous deepening of the new educational philosophy of College English majors, College English teaching is no longer limited to helping students lay a solid foundation in English language, but also to cultivate students' cross-cultural awareness, cultural identity, and national pride. College teachers should fully integrate China's excellent traditional culture, integrate “curriculum ideological and political education” into practical teaching to enhance students' cultural confidence, and promote China's excellent traditional cultural ideas<sup>[1]</sup>. “Integrated English” as a core professional course shoulders the dual mission of language learning and cultural exchange. The long-standing Chinese culture provides a rich source for the ideological and political courses of College English majors. This article, from the perspective of cultural confidence, combines the current situation of English major teaching in university education, analyzes the significance of developing ideological and political courses for College English majors from the perspective of cultural confidence, and explores effective ways to implement ideological and political education for College English majors from the perspective of cultural confidence. The author takes the course *Contemporary College English Intensive Reading 1* as an example, explores the ideological and political elements in the textbook from the perspective of cultural confidence, designs a teaching outline that combines teaching objectives and ideological and political objectives, and explores the practical path of implementing the function of ideological and political education in College English teaching.

**Keywords:** Cultural confidence, College English teaching, English major, Ideological and political education

## Introduction

A great nation is inseparable from the precipitation of excellent culture. Culture is not only an essential element in the continuous development of a country, but also the deepest and most enduring force of the country and the nation. In recent years, national leaders have repeatedly emphasized the importance of cultural self-confidence, and explained the significance of strengthening traditional cultural education to strengthen cultural self-confidence. Comprehensive English is an important basic course in college English majors, which not only undertakes the task of disseminating the education of socialist core values and implementing the principle of cultivating morality, but also plays the role of cross-cultural information transmission to form cultural awareness and enhance cultural self-confidence<sup>[2]</sup>. Only by integrating the ideological and political content of the course into the teaching process, strengthening the contrast between Chinese and Western ideas and cultures, and improving students' cultural critical thinking ability can it help strengthen students' awareness of traditional Chinese culture and enhance their cultural self-confidence, so as to achieve all-round development. Recent years, numerous scholars in China have been involved in this domain, some of them conducted their study on Chinese-English translation course, some combined cultural confidence with other aspects, such as drama teaching, communicative consciousness, etc, still, others paid more attention to the current situation and countermeasure research. As a result, the author will manage to do a research on the teaching pathways of English major curriculum ideological and political education from the perspective of “Cultural Confidence” in private school in Inner Mongolia China.

## Literature Review

The technical literature of English major curriculum ideological and political education from the perspective of “Cultural Confidence” is very extensive<sup>[3]</sup>. This is evidenced by the literature search and critical analysis published on CNKI, which cited over 20 references in the literature published up to now. The author manages to list some of their ideas as follows. Through the revision of the talent training program, the proportion of Chinese culture and literature courses in the talent training program has been increased, and through a variety of second classroom activities, and through the integration of Chinese cultural content and elements into the classroom teaching by all teachers of the college, a comprehensive Chinese cultural self-confidence training model has been initially formed<sup>[4]</sup>. In recent years, as the Chinese culture craze has been heating up around the world, more and more scholars have begun to reflect on the status and influence of Chinese culture as a mother tongue culture in foreign language teaching<sup>[5]</sup>. Teachers play a vital role in it, and they should take the initiative to explore the ideological and political elements of the curriculum, create



new ideas and new methods of teaching, establish morality and cultivate people in a silent place, never forget the original intention of education, and always forge ahead<sup>[6]</sup>. Starting from the design of the syllabus that includes the teaching objectives of English knowledge and ability and the ideological and political objectives of the curriculum based on "cultural confidence", the use of network information technology allows Chinese culture to be integrated into college English in and out of class, online and offline<sup>[7]</sup>. Surveys have shown that students at the current university level are more likely to learn English. The main reason for the analysis is that the long-term test-oriented education has affected students' interest and motivation in learning English in primary, junior high and high schools, especially the English learning deviation, which is more obvious for students with a weak foundation. And most of the learning process. Students are in a state of blind learning, and the purpose of learning is still mainly to prepare for exams, and there are few cases where learning is carried out out of interest<sup>[8]</sup>. An exhaustive review of the literature is thus beyond the scope of this work. The aim of this paper is to provide, through selective reference to some of the literature, a clearer understanding of "cultural confidence". Various related papers are reviewed, and there is discussion of the sometimes-conflicting conclusions about "Cultural Confidence" that have been drawn from (the empirical evidence).

### **The dilemma in the ideological and political teaching of English major courses**

#### **1. Too much tendency to Western-style teaching methods and contents.**

The teaching materials selected in the implementation of educational activities will directly affect the teaching effect and training quality. Nowadays, the English textbooks used in English majors in colleges and universities are mainly aimed at the practical application of the curriculum and the construction of English knowledge system, and the textbooks reflect Western culture, history, politics, etc. In the process of teaching, in order to better enable students to understand the background of the materials in the textbooks and understand the teaching content, teachers usually conduct a deep analysis of the ideas and culture contained in the materials, and students will form a false perception that Western culture is superior to China's traditional culture under the long-term influence of this teaching mode, which will make English learning become a tool for Western cultural and ideological propaganda in the long run, weaken the cognitive status of traditional culture, and reduce cultural self-confidence.

#### **2. Teachers' teaching philosophy is rigid, resulting in "aphasia" of Chinese culture**

Teachers are the organizers and guides of the whole teaching process, and the teaching philosophy and personal quality of the teachers play a key role in the quality of teaching. At present, most of the English teachers in colleges and universities have received comprehensive education in English culture and language, and their understanding of China's traditional culture is not deep enough, and they have also developed some learning habits and thinking of Western culture [2]. Teaching under this habit of thinking makes the classroom atmosphere more inclined to the educational atmosphere of Western culture, which leads to the excessive import of Western culture and the aphasia of traditional Chinese culture in the classroom.

#### **3. Students' interest in learning is weakened, and the internal motivation for learning is insufficient**

Students are the main body of education in educational activities, and students' interest in learning directly affects the overall teaching effect. The main reason for the analysis is that due to the English learning in primary school, junior high school and high school, the long-term test-taking education has affected the students' learning interest and motivation, and these students have little interest in English learning, but the total score after the college entrance examination is not satisfactory and they are not admitted to the ideal major and accept the transfer to the English major to study, especially the English learning deviation, and the students with a weak foundation are more obvious. In addition, most students are in a state of blind learning in the learning process, and as soon as they enter the university, they learn that they have to pass the exams of college English level 4, college English level 6, English major level 4, and English major level 6 in turn, so their learning purpose is still mainly to take the test, and there are few cases of learning because of interest. This leads to students' interest in the intellectual content of textbooks, or habitual memorization of words, phrases, sentence patterns, grammar and other contents, and lack of conscious excavation and understanding of ideological and political related content such as Chinese cultural differences and customs. Even under the active guidance of the teacher, students are reluctant to spend more time understanding and thinking about these seemingly unrelated contents.

### **Path exploration of promoting the ideology and politics of college English majors with "cultural self-confidence":**

In view of the serious lack of ideological and political content in the current teaching of English majors in colleges and universities, the author believes that it is urgent to explore the practice of college English teaching with the goal of "cultural self-confidence" to promote the ideological and political construction of courses in contemporary Chinese universities. In order to better present the integration of Chinese culture and curriculum ideological and political concepts in the teaching of English majors in colleges and universities, the author takes the textbook used by English majors in Honder College of Arts and Sciences in Inner Mongolia, China, namely Modern College English Intensive Reading 1 published by Foreign Language Teaching and Research Press, as an example to explore the path.

#### **1. Designing a syllabus**

Under the guidance of the educational concept of "cultural self-confidence", the teaching objectives in the syllabus should include both language knowledge and skill objectives and course ideological and political objectives, so that college students can achieve cultural self-confidence on the basis of cultural identity Ultimately. Taking Modern College English Intensive Reading 1 as an example, the book consists of 12 units, mainly focusing on how students adapt to society. When formulating the syllabus of this book, in the section of teaching objectives, in addition to the

original knowledge objectives and skill objectives, the author deliberately added the ideological and political objectives of the course to each unit, and carried out the ideological and political objectives of the curriculum in a targeted manner.

**Table 1 The design of the course objective system of the New Target College English Comprehensive Course 2**

Unit Topics	Passage themes	Teaching content and ability goals	Based on "Cultural Confidence" Ideological and political objectives of the curriculum
Half a day	The day the boy first go to school	Learn protagonist returns and parallelism	Learn about the true meaning of Confucius, Laozi, Mencius, Zhuangzi and their world effect
Message of the land	Narration of the life in countryside	Learn colloquial essay and considerable figures of speech	Learn about Urbanization and current condition of China
Midnight Visitor	a common story about a secret agent or international spy	Learn detective short novel and the way of describing a person's look	Learn about our national security and lead students to be Patriotic and law-abiding.
The Nightingale and the Rose	A fairy tales of a touching story of love	Learn this new genre of fairy tales and its common Features	Learn more love stories in the history and cultivate the ability of love
The Green Banana	Author' understanding of cultural differences	Learn that all nations/cultures have treasures to share with others	Learn that globalization is just a trendy word and cultivate students' cultural self-confidence
After Twenty Years	Friendship	Learn the true value of friendship	Learn the rule of law and Chinese law system.
Like the sun	A white lie or a hurting truth	Learn 12 rules for life and white lie	Lead students to share their principles regarding telling the truth
Mahegun My Brother	story about the relationship between humans and animals	Depict the ideal relationship between humans and wild animals	Cherish the relationship between animals and humans
The Greatest Invention	What the future of the world would be like	The great technological inventions or scientific discoveries in human civilization	Realize the realistic description of the world situation today
What Happiness Is	Illustrate the meaning of happiness	describe their own understanding of happiness	Think about what policies in China do you think contribute to people's happiness
Christmas Day in the Morning	Story about love between son and father	Love alone can waken love	Take for granted our parents' love for us and our love for our parents
The Monsters Are Due on Maple Street	A science fiction of three fatal human weaknesses	Learn that monsters actually live in our own hearts	Think the most dangerous human weakness

## 2. Teaching process design

On the basis of the syllabus, there are many types of English majors that can be used by college English teachers, teaching methods to achieve the deep integration of language teaching and curriculum ideology and politics, such as: Heuristic, task-based, group cooperation, online and offline synchronously, lessons Combination of internal and extracurricular. First of all, the teacher should understand the Chinese language implicit in the textbook analysis of ideological and political elements; At the same time, students are guided to play the main role of learning. The body plays a role, makes full use of network information technology, and is active in and out of class get involved in cultural immersion. Students are assigned to engage in relevant culture before class understand the topic, introduce and explain the analysis in class, and organize students into groups discussions, debates and other forms to deepen students' understanding of the theme and implicit thinking of the text understand the political elements, and assign translations or situations related to cultural themes after class oral homework for scenic dramas. Take *Modern College English Intensive Reading 1* Unit 1 as an example, the theme of this unit is about the child's first day of school, and the teacher can guide the students to deepen their understanding of traditional Chinese Confucianism through the text. In addition to knowing that Confucius and Mencius are the representative figures of Confucianism, most students do not know much about their essence thoughts, especially the existence value of Confucianism in modern society, so it is very

necessary for teachers to use the content of the textbook as an introduction to guide college students to explore and understand Chinese Confucianism in and out of the classroom.

### **1) Before class**

In addition to assigning language knowledge tasks such as texts and vocabulary preparation, teachers also ask students to collect English expressions related to Confucianism on the Internet, such as the English translation of the Confucian masterpiece *Analects*, and to understand the influence of Confucianism in various parts of the world, such as the Confucius Institute in the world establishment and teaching in each country.

### **2) During the lesson**

Cultural integration in the introduction session: First, the teacher guides students to elaborate on the relatively familiar Confucian representatives Confucius, Mencius and their thoughts through warming-up questions and warm-up discussions. At the end of this activity, the teacher can supplement the relevant English expressions of Confucianism collected by the students. Next, the teacher makes use of the text in the previous dictation material, students are asked to fill in the blanks in English with some famous sentences from the Confucian masterpiece *Analects*. For example, “if you learn without thinking, you will be reckless, and if you don't think about it, you will die”, “If you are a threesome, you must have my teacher, choose those who are good and follow them, and change those who are not good.” The students were curious about the English expressions of these well-known phrases, and they took their dictation very seriously. Finally, after dictation, the teacher asks the students to work in groups in English, choosing their favorite sentence from the previous famous sentence and explaining why.

Cultural Integration in the Textual Learning Session: The theme of this unit is what Americans can learn from Confucianism, which illustrates Americans' understanding of Confucian life: more emphasis on education, more respect for the elderly, more subordination to individual needs to the collective interest, more responsibility to family members, more politeness in life, and harder work at work. It can be seen that these Confucianisms praised by Americans are exactly what traditional Chinese culture has always advocated. The author also puts Confucianism comparisons with Christianity, Judaism, Islamic teachings, and some Western philosophical ideas have led to the conclusion that Confucianism is not concerned with the supreme Creator God, but with what is truly sacred in life, and that Confucianism can help people all over the world learn how to be a good person. These expositions of the influence of Confucianism from an American perspective are very shocking to the younger generation of Chinese students. Because among some young people, there are doubts about the value of some ancient Chinese traditions in modern society. And now from a Westerner it is learned that our traditional ideas have been widely recognized by other countries in the world, which will make young students proud and proud of our traditional culture, and thus prompt students to want to further understand some of our traditional cultural thoughts.

### **3) After class**

In the after-class practice session, the teacher can first assign students to translate some passages related to Confucianism “benevolence” and “harmony” in combination with the question types of college English level 4 and 6 and English major test question types. With the warm-up before class and the study of Confucian texts in class, students are not interested in such topics as “benevolence” and “harmony”. No matter how intimidating it is, I am also familiar with the benevolent and harmonious English expression loving person and harmony, etc., have cultural cognition as a foreshadowing, translation. It becomes easy to translate. Second, teachers can guide students to participate in an after-school group debate on the topic of “Is Confucianism Obsolete in Contemporary China?” Let students explore whether “governing the country with benevolence” and “governing the country according to law” in Chinese society are complementary or contradictory. Finally, students are guided to think about how to use Confucianism to guide their study and life and solve some contradictions in interpersonal communication. Through these after-school activities, students have a deeper understanding of China's traditional ideology and culture.

### **3 Pedagogical Reflection**

The teaching of this unit has achieved the set knowledge and skills and the ideological and political objectives of the course. At the explicit level, students understand and master how to express the core ideas of Confucianism in English, can simply explain their views on Confucianism in English, and master the translation of comparative sentences. Based on the “Cultural Confidence”, the ideological and political goal of the course is to guide students to apply the true meaning of Confucianism to daily life at the implicit level, and guide students to explore and reflect on how to use Confucianism's benevolence, righteousness, propriety, wisdom and credit to find and solve problems, and help students grow better. According to the feedback from students, this teaching model is conducive to students' learning and acceptance of Chinese culture and helps them build cultural self-confidence. In the future, Chinese culture and curriculum ideology and politics can be integrated into teaching through cases, so as to enhance students' sense of national pride, family and country consciousness and cultural identity, and strengthen the “four self-confidences” in the comparison of Chinese and Western cultures.

### **Conclusion:**

The ideological and political teaching of college English courses is especially important for cultivating morality, especially to enhance cultural self-confidence significance. As university English teachers, teachers must adhere to Xi Jinping's new times guided by the ideology of socialism with Chinese characteristics, the concept of “whole-person education” has been established in the UK in the teaching of Chinese language, the ideological and political curriculum is organically integrated with English teaching, and the students are cultivated across cultures awareness at the same time to improve their creative thinking ability, enhance the student's cultural self-confidence life, infiltrate the

ideological and political theories of ideological and political courses in college English culture teaching, and consciously put it improving students' cultural confidence is integrated throughout the teaching process. Through this paper, the author realize the significance of ideological and political education as well as cultural confidence in teaching English major students. However, there still exists some limitations, such as, the lack of abundant Audio-visual resources, the limitation of the theme of the unit in our textbook, and rich experience towards the course related intensive reading. All in all, the paper is finished in a hurry and still has too much room to be improved and enhanced. The author wish the paper can give some guide or suggestion to those who are eager to do some research on the Teaching Pathways of English Major Curriculum Ideological and Political Education from the Perspective of "Cultural Confidence" .

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