

# Research on the Value Implications and Path of Integrating Cultural Confidence into the Construction of English Education Civics and Politics

Xiaofeng Qi

Nanjing University of Posts and Telecommunications, Nanjing, Jiangsu Province, China

Email: tydxxgc@163.com

**Abstract**—Cultural self-confidence education is an important mission of China's higher education in the new era, and its integration into the construction of English Civic and Political Program can enhance the effectiveness of Civic and Political Education, cultivate students' cross-cultural communication skills, strengthen cultural identity and inheritance, and lay a solid foundation for students' learning and growth. Based on this, the article will start from the perspective of cultural self-confidence, focusing on the construction of English education civic politics, briefly analyzing the value implication of cultural self-confidence into the construction of English civic politics, further discussing the current difficulties faced by the integration of English education civic politics and cultural self-confidence, and then combining with the author's many years of work experience, putting forward several corresponding integration strategies, aiming to firmly lead the cultural self-confidence and cultivate students' global vision and cross-cultural communication ability in English civic politics courses, so as to provide effective reference for the relevant people. The aim is to strengthen the leadership of cultural self-confidence, cultivate students' global vision and cross-cultural communication ability in the English Civics and Politics program, and meet the requirements of talent cultivation in the new era, so as to provide effective reference for the relevant people.

**Keywords**—cultural self-confidence, English curriculum, civic and political construction, teaching integration, teaching methods

## I. INTRODUCTION

With the advent of the era of economic globalization, cultural exchanges among countries around the world are becoming more and more frequent, and English education has long been an important form of language that is in line with international standards and builds a good bridge for international exchanges and cultural dissemination. However, in the traditional English teaching mode, usually excessive attention is paid to the teaching and training of

language skills, neglecting the cultivation of students' ideological and political education and cultural literacy, and the actual teaching is not ideal, which has brought about a certain impact on the cultivation of English professional talents. Because of this, the construction of English education ideology and politics based on cultural self-confidence has just become an important direction for the innovation of university English teaching in the new era, and through the in-depth integration of the two, the cross-cultural communicative competence of the students is continuously cultivated, which is of great significance for improving the quality of university English teaching and cultivating high-quality talents with a global vision and local sentiments.

## II. THE VALUE IMPLICATIONS OF INTEGRATING CULTURAL CONFIDENCE INTO THE CONSTRUCTION OF CIVICS IN ENGLISH EDUCATION

### A. Strengthening Cultural Identity and Transmission

The core of education for cultural self-confidence is respect for and transmission of the culture of the nation. Appropriate integration of cultural self-confidence in the education of English curriculum, guiding students to learn more about their own cultural practices, helps to strengthen the students' sense of national cultural identity and pride, understand the differences between the excellent traditional Chinese culture and Western culture, and strengthen their own cultural self-confidence in a subtle way, so as to more actively inherit and promote the excellent traditional Chinese culture, which is the core content of the modern English education [1]. Through the construction of Civics and Politics in the English curriculum, guided by the concept of cultural confidence, students are gradually guided to gain a deeper understanding of the historical origins, ideological essence and values of Chinese culture, so as to enhance their cultural self-consciousness and cultural self-confidence, and to ensure that they can consciously become the inheritors and disseminators of culture in their future learning and development.

### B. *Enhancing the Effectiveness of Civic Education*

Civic education plays an indispensable role in cultivating students' values and moral qualities, and the appropriate integration of cultural self-confidence can make Civic education more effective. Specifically, the integration of cultural self-confidence in English education contributes to the enrichment of the connotation and form of civic education, combines the civic elements contained in the English curriculum, and makes the construction of English civic education more targeted and effective, so that it can guide students to set up the correct values of life, and cultivate their patriotism and sense of social responsibility under the guidance of cultural self-confidence. In university English classroom teaching, to promote the organic integration of English teaching and Civic and Political education with cultural confidence, teachers can skillfully integrate Civic and Political elements into it according to the content and focus of the teaching materials, so as to facilitate students' acceptance of Civic and Political education in the process of English learning in a subtle way. Moreover, cultural self-confidence is integrated into English teaching, which pays more attention to students' emotional experience and practical experience, for example, English teaching through practical activities such as listening, reading, writing and translating, which facilitates students' intuitive feeling and understanding of the contents of the Civic and Political Education, so as to enhance the effectiveness and attractiveness of the Civic and Political Education.

### C. *Promoting Cross-Cultural Communication and Understanding*

Recognized as a global lingua franca, English is an essential and indispensable element of intercultural communication and an important tool for promoting international understanding of national cultures. Based on the integration of cultural self-confidence in English curriculum education, teachers are required to introduce some cultural elements appropriately to deepen students' cultural understanding in addition to explaining and conveying the basic knowledge of English, which not only helps students to better master the English skills, but also promotes their understanding of and respect for the Western culture, and lays a good foundation for future cross-cultural communication [2]. At the same time, by cultivating students' cultural self-confidence, it will enable them to demonstrate Chinese culture to international friends in international exchanges with a confident attitude at all times, thus enhancing mutual understanding and respect between Chinese and foreign cultures. In addition, strengthening the learning of multicultural background knowledge and comprehensively cultivating students' cross-cultural communication awareness and skills in the process of English teaching can help students adapt more to the diversified international environment in the future, enhance their cultural self-confidence, and promote the building of a community of human destiny through cross-cultural communication.

## III. DIFFICULTIES FACING THE INTEGRATION OF CULTURAL CONFIDENCE INTO THE TEACHING OF CIVICS AND POLITICS IN ENGLISH COURSES

### A. *Cultural Self-Confidence into the Generalization of the Objectives of the Civics Course*

Cultural self-confidence is an important link that cannot be ignored in the current university English program's ideology and politics, which is related to the students' learning growth and future development. However, in the construction of individual English course Civics, the integration of cultural self-confidence teaching objectives is not clear, and there is no deep understanding of the connotation and specific requirements of course Civics, which makes the final Civics teaching objectives highly arbitrary, and is not conducive to the better integration of cultural self-confidence. From the perspective of English Civic Education, if the goal of integrating cultural self-confidence is set vaguely or too broadly, it will lead to a generalization of the course objectives and teaching content [3]. For example, the objectives of most English Civics courses are usually based on "cultivating students' cultural self-confidence", but they do not explain how to adopt effective teaching methods to promote the realization of this teaching objective, or do not specify what cultural self-confidence students should have after the completion of the course. In such a lack of pertinence and operability of the goal setting, greatly increasing the difficulty of the construction of the English course ideology and politics, it is difficult to deeply excavate the humanistic connotation and moral sentiment contained in the excellent traditional Chinese culture, and it is difficult to guide the selection of course content and the use of teaching methods.

### B. *Difficulty in Integrating the Content of Textbooks with the Elements of Civics and Politics*

The integration of the English subject with the elements of Civics and Politics is a prerequisite for the integration of cultural self-confidence into teaching, and its purpose is to enable students to have an in-depth understanding of the theories and practices of socialism with Chinese characteristics while learning English so as to have a deeper understanding of the core socialist values. However, at present, the relevance of the course content and Civic and Political Education in the university English classroom is not strong, or even independent of each other, and it is difficult for teachers to lead students to have an in-depth discussion on the excellent Chinese culture and values while imparting English knowledge and skills. In addition to regular classroom teaching, extracurricular language practice activities create convenient conditions for the implementation of ideological and political education, but many colleges and universities in the construction of extracurricular activities in English have certain deficiencies, pay more attention to the theoretical knowledge lectures, and can not provide students with more practical learning opportunities, it is difficult to produce a deep understanding of the connotations of the Chinese outstanding traditional culture under the dual role

of the theoretical knowledge lectures and the practical training of the English language, the cultivation of cultural confidence is even more difficult.

### C. *Rigid Methods of Integrating Cultural Confidence in English Civics*

After being influenced by traditional concepts for a long time, many teachers are more likely to follow the teaching method of copying the textbook, simply letting students memorize the English knowledge and related traditional cultural elements, relying on the content of the textbook to a high degree, and usually just carrying out teaching activities according to the textbook, which is very difficult to provide students with hierarchical and culturally significant teaching activities [4]. In this case, cultural self-confidence into the English curriculum Civics facing many difficulties, there is a certain trend of rigidity, can not make full use of advanced teaching methods, to students' enjoyable way to carry out teaching activities, it is difficult to do the traditional culture of the silent explanation, is not conducive to the formation of the correct values of the students.

### D. *Teachers' Professionalism Needs to Be Improved*

The pedagogical integration of English Civics and Cultural Confidence requires a rigorous level of teacher professionalism. However, in the current team of university English teachers, who usually come from different majors such as English language and literature, translation, etc., they have a rich knowledge reserve in the field of English discipline, but their knowledge accumulation in Civic and Political Education is not deep, which inadvertently increases the difficulty of cultivating cultural self-confidence. This situation exposes certain deficiencies in the professionalism of teachers, which require continuous strengthening of professional training and professional development to enhance the level of the teaching force's civics and politics and facilitate the penetration of values and emotions in the educational process.

## IV. THE PATH OF INCORPORATING CULTURAL CONFIDENCE IN THE CONSTRUCTION OF ENGLISH EDUCATION CIVICS AND POLITICS

### A. *Clarify the Ideological and Political Teaching Objectives of English Courses*

The teaching of English ideological and political courses based on the integration of cultural self-confidence should be reasonably set according to the characteristics of the discipline and the requirements of ideology and politics, mainly including: cultivating students' awareness of cross-cultural communication, enhancing students' sense of national identity, strengthening the awareness of inheritance and promotion of excellent traditional culture, etc., and carrying out English ideological and political teaching under clear teaching objectives, helping students shape cultural self-confidence from an international perspective, and finally cultivating high-quality talents with a deep sense of identity with Chinese culture. In order to ensure the

effectiveness of English ideological and political teaching, it is necessary to refine the specific teaching objectives when integrating cultural self-confidence:

#### 1) *Knowledge objectives*

Ideological and political education is carried out in English courses, focusing on strengthening the cultivation of language knowledge and skills, including basic English skills such as vocabulary, grammar, listening, reading, and writing. In this way, students will have a deep understanding of the differences and commonalities between Chinese and Western cultures, and accurately grasp the basic rules of intercultural communication [5].

#### 2) *Capability objectives*

Through the dual education of English ideology and political and cultural self-confidence, students can form good critical thinking and cross-cultural communication skills, ensure that they can carry out efficient communication and exchanges in different cultural backgrounds, learn to look at Chinese and Western cultures with a critical eye, and finally form their own cultural views.

#### 3) *Value objectives*

Relying on English ideological and political teaching, students will be trained to have a deep sense of identity and pride in traditional Chinese culture, gradually form correct values, and be able to more actively practice the core values of socialism in the future. The above scientific setting of ideological and political teaching objectives aims to organically combine English teaching and ideological and political education, so that students can better receive cultural self-confidence education while learning English, so as to improve their professional level and cultural accomplishment.

### B. *Integrate Curriculum Content to Cultivate Cultural Self-Confidence*

Based on the integration of cultural self-confidence in English major courses, it is necessary to do a good job in the integration of English disciplines and ideological and political education, and promote the comprehensive penetration of ideological and political elements in English courses through the integration and optimization of course content, so as to lay a good foundation for the cultivation of students' cultural self-confidence.

#### 1) *Accelerate the addition of cultural courses*

On the basis of the existing English major courses, new courses on Chinese culture and history are added, which can include: comparison of Chinese and Western cultures, introduction to Chinese culture, etc., so that students can strengthen their cognition and understanding of Chinese culture in their daily learning.

#### 2) *Integrate ideological and political elements*

Teachers should consciously integrate ideological and political elements into the English curriculum. For example, on the basis of the existing textbook content, it integrates the excellent traditional Chinese culture, revolutionary culture and other culture-related content, so that students can learn more cultural elements in the process of learning English vocabulary and expression skills, and then deeply understand the charm of Chinese

culture, and promote the cultivation of their cultural self-confidence in a subtle way. Another example: For English listening teaching, teachers can choose listening materials related to the progress of the times and the development of Chinese society, and if necessary, they can introduce some classic poems and other materials, so that students can have a deep understanding of the cultural differences between China and the West and experience the breadth and profundity of Chinese culture through listening, reciting, and memorizing excellent English articles [6].

### C. Innovate Teaching Methods to Convey Correct Values

In the context of cultural self-confidence education, college English ideological and political teaching should be based on the characteristics of the discipline and the actual learning needs of students, and constantly innovate the existing teaching methods, so that students can be interested in English courses and participate in the study of ideological and political courses independently, which is conducive to the cultivation and improvement of cultural self-confidence.

#### 1) Case-based teaching

According to social phenomena and hot current affairs, teachers can select classic cases to teach, and create teaching links closely related to Chinese culture. In such a specific teaching atmosphere, students are organized to analyze the content of the case, use English to carry out interactive exchanges, understand the ideological and political connotation and cultural elements, and then have a deep and correct understanding of Chinese culture, gradually improve the students' ideological and political literacy, and finally form correct values [7].

#### 2) Promote multimedia teaching

Teachers should make reasonable use of modern information technology means, enrich teaching forms and teaching methods, and show the charm of Chinese culture in front of students in an intuitive form. Taking the traditional Chinese festival "Qingming Festival" as an example, teachers can use information technology to conduct detailed research on the comparison with the Western festival "Halloween" through videos, songs, poems, etc., and then conduct in-depth analysis of the cultural elements of different countries and regions from the perspective of cultural concepts. During this period, teachers should introduce in English that the Qingming Festival is not only a solemn day to sweep tombs and worship ancestors, but also an important day.

#### 3) Implement interactive teaching

Classroom interaction is an effective means to deepen students' knowledge memory, teachers should flexibly adopt interactive teaching mode, through classroom discussions, group cooperation, etc., to deepen the cooperation and communication between students, so that they can get the effective cultivation of innovative thinking and teamwork spirit in English communication, exercise personal English oral expression skills, so as to enhance cultural self-confidence.

### D. Carry out Practical Activities to Enhance Students' Cultural Experience

#### 1) Practical training in English

Practical activities are an important way for students to cultivate their ideological and political literacy and cultural self-confidence, and teachers can actively carry out English ideological and political practice activities, such as English speech competitions, writing training competitions, etc., so that students can consolidate their subject knowledge in the process of practice, gradually improve their English speaking and writing skills, and gradually enhance their cultural self-confidence and national pride under the dual role of theoretical knowledge and practical training.

#### 2) Broaden the scope of extracurricular activities

Teachers can take students out of the campus to visit local museums, historical and cultural sites, and other important places, so that students can feel the depth and charm of traditional Chinese culture and history. When necessary, students are organized to actively participate in various international cultural exchange activities and communicate with people with different cultural backgrounds, so as to lay a solid foundation for students' English ideological and political learning and cultural self-confidence.

## V. CONCLUSION

In summary, the integration of cultural self-confidence in the construction of English education philosophy and politics is an important measure to guarantee the relevance and effectiveness of philosophy and politics education, and it is also the key to improve the efficiency of classroom teaching and to cultivate students' cross-cultural communication skills. In view of some problems faced in the current English Civics teaching, teachers should pay great attention to the focus of English Civics teaching, scientifically set the teaching objectives of English Civics, integrate and optimize the course content, innovate the teaching methods, convey more traditional cultural elements and correct values to students, promote the efficient integration of cultural self-confidence in English Civics from multiple perspectives, and cultivate all-round development of English majors. Talents.

## CONFLICT OF INTEREST

The author declares no conflict of interest.

## FUNDING

Project: 2024 Jiangsu Higher Education Institutions Philosophy and Social Sciences Research General Project "Research on the Path to Enhance the Ideological and Political Competence of Counselors in Jiangsu's High-Level Universities" (Project Number: TJZ224032).

## REFERENCES

- [1] B. Lei and J. Yu, "Research on the cultivation of students' cultural self-confidence in university English education work," *Journal of*

*Huainan Institute of Vocational Technology*, vol. 24, no. 3, pp. 106–108, 2024.

- [2] H. Wang, “Analysis of the three-dimensional teaching mode of civics and politics in university English courses based on enhancing cultural confidence as the core,” *Overseas English*, no. 20, pp. 171–172+174, 2021.
- [3] M. Deng, “Research on the integration of red culture into the teaching of higher vocational English courses under the perspective of cultural confidence,” *Literature and Education Materials*, no. 18, pp. 122–125, 2023.
- [4] R. Zhu, “Exploration of the path of integrating the concept of curriculum civics in English teaching based on the perspective of cultural confidence,” in *Proc. the Seventh Innovative Education Academic Conference*, 2023, pp. 49–50.
- [5] Z. Wang, “Exploring the ways of integrating Chinese excellent traditional culture into higher vocational English education from cross-cultural perspective,” *Journal of Anhui College of Commerce and Technology*, vol. 22, no. 2, pp. 77–80, 2023.
- [6] B. Chen, “Exploration on the path of enhancing students’ cultural confidence in higher vocational English classroom under the perspective of “Great Ideology and Politics”,” *English Teacher*, vol. 23, no. 10, pp. 115–117, 2023.
- [7] Q. Shen, “Research on the strategy of “Cultural Confidence + Internet” empowering higher vocational English education,” *Journal of Taiyuan City Vocational and Technical College*, no. 4, pp. 1–4, 2023.

Copyright © 2025 by the authors. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited ([CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)).