

# Analysis of the Integration Practice of Cultural Confidence in the New Era and Ideological Education in Universities

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**Abstract:** *In the current social context, the integration of cultural confidence in the new era with ideological education in universities has become a crucial topic for educational reform and development. This paper aims to explore the integration practice of cultural confidence in the new era with university ideological education, analyzing its theoretical foundation, current status, and challenges. It proposes integration paths and discusses future development directions. Firstly, starting from the cultural confidence in the new era of socialism with Chinese characteristics, it analyzes its relationship with the modernization of national governance and socialist core values. Secondly, by analyzing the current status of ideological education in universities, including the challenges of traditional ideological education models, the diversification of student values, and the impact of the teacher workforce structure on educational quality, it reveals the challenges and needs for change. Then, it explores the application of cultural confidence concepts in university curriculum design, the enhancement of ideological education effectiveness through teacher-student interaction, and the integration practice of multiculturalism and international perspectives, constructing paths for the integration of cultural confidence in the new era with university ideological education. Finally, it summarizes the main findings of this research and looks forward to future research directions, aiming to provide theoretical support and practical guidance for promoting the improvement of ideological education quality and the comprehensive development of students in universities.*

**Keywords:** *Cultural confidence in the new era; University ideological education; Integration practice; Socialism with Chinese characteristics; Educational status and challenges*

## Introduction

As socialism with Chinese characteristics enters a new era, cultural confidence, as an important strategic resource for national development, poses new requirements and challenges for the integration and innovation of ideological education in universities. Universities, as crucial strongholds of ideological and cultural dissemination, bear the responsibility of not only imparting knowledge but also cultivating students' moral qualities and sense of social responsibility. However, traditional ideological education models face challenges from the diversification of values, and the relationship between the structure of the teaching workforce and educational quality needs further optimization. Thus, how to effectively integrate the concepts of cultural confidence in the new era with the practice of ideological education in

universities has become an essential issue in current educational reform and development.

## **1 Theoretical Foundations of Cultural Confidence in the New Era**

### ***1.1 Cultural Confidence in the Thought on Socialism with Chinese Characteristics for a New Era***

Cultural confidence in the thought on socialism with Chinese characteristics for a new era is not only about inheriting and innovating traditional culture but also about a profound recognition and firm belief in the unique characteristics and development potential of Chinese culture in the context of globalization. Within the framework of Xi Jinping's "Four Confidences" theory, cultural confidence is a crucial component, emphasizing China's self-awareness and confidence in facing the challenges of global cultural diversity. This confidence extends beyond the inheritance of historical cultural traditions to the affirmation of contemporary Chinese core values and international discourse power.

In the development process of socialism with Chinese characteristics in the new era, cultural confidence manifests as the innovative application and deep understanding of excellent traditional Chinese culture, and the modern transformation and advancement of contemporary Chinese socialist core values. The essence of cultural confidence lies in continuous innovation and openness, which breathe new life and influence into traditional culture in modern society. This confidence is not only an internal acknowledgment but also an external demonstration, capable of shaping a positive image of China on the international stage, enhancing national soft power, and promoting global cultural dissemination and exchange.

### ***1.2 The Relationship Between Cultural Confidence and the Modernization of National Governance***

Cultural confidence plays a crucial role in the modernization of national governance, primarily by reinforcing cultural sovereignty and cultural security in the context of globalization and informationization. The modernization of national governance encompasses not only the reform of the political system and modernization construction but also the enhancement of cultural soft power and the deepening of cultural confidence.

In the globalized context, cultural confidence becomes a vital component of national soft power. It effectively promotes the shaping of the national image and the enhancement of international discourse power, and strengthens the country's influence and agenda-setting capability in international affairs. By showcasing the unique cultural charm and values of the nation, cultural confidence provides compelling and persuasive cultural soft power support to the international community.

Advancing the modernization of national governance requires continuously optimizing the national governance system and governance capabilities based on cultural confidence. This includes strengthening internal national cohesion and social stability from a cultural perspective, promoting cultural identity and national recognition through the dissemination of the essence of Chinese culture and core values. Additionally, cultural confidence is an essential strategy in international interactions, enhancing the nation's discourse power and influence in global cultural exchanges and multilateral cooperation.<sup>[1]</sup>

### ***1.3 The Unity of Cultural Confidence and Socialist Core Values***

The unity of cultural confidence and socialist core values reflects the inherent consistency and value orientation of socialist culture with Chinese characteristics. As the value foundation of socialism with Chinese characteristics in the new era, socialist core values emphasize patriotism, collectivism, and socialist moral construction, embodying the value pursuit and theoretical foundation of the Chinese socialist system.

Cultural confidence, as a concrete manifestation of socialist core values, is not only about inheriting and innovating traditional culture but also about the modern transformation and advancement of contemporary Chinese core values. Through cultural innovation and inheritance, cultural confidence deepens the widespread dissemination and acceptance of socialist core values throughout society. This unity not only strengthens national cultural identity and social cohesion but also provides solid theoretical support and practical foundation for China's cultural soft power and global influence in the context of globalization.<sup>[2]</sup>

In the era of globalization, the unity of cultural confidence and socialist core values provides crucial assurance for China's emergence on the world stage. By adhering to socialist core values, China can demonstrate its cultural confidence and autonomy in the international community, promoting equitable exchanges and sharing of global cultural diversity. Simultaneously, cultural confidence continuously inspires Chinese society towards more open and inclusive development directions, contributing Chinese wisdom and strength to building a community with a shared future for humanity.

## **2 Current Status and Challenges of Ideological Education in Colleges and Universities**

### ***2.1 Challenges of Traditional Ideological Education Models and the Need for Transformation***

Traditional ideological education models face multiple challenges in the context of societal changes and evolving educational demands. These models often emphasize rote memorization and the passive absorption of knowledge, failing to effectively cultivate critical thinking, creativity, and comprehensive skills among students. Such a one-dimensional approach no longer meets the modern society's needs for open, diverse, and innovative learning. With the rapid development of information technology and the deepening of globalization, students' expectations for acquiring knowledge and expressing their thoughts have increased, making the rigidity and stereotypes of traditional educational models increasingly inadequate.

To address these challenges, a profound reflection and comprehensive reform of traditional ideological education models are required. Firstly, educational reforms should focus on updating and innovating curriculum content, enhancing interdisciplinary teaching methods, and integrating practical applications. By incorporating interdisciplinary integration and practical case studies, students' interest in learning and their ability to apply knowledge in real-world situations can be stimulated, fostering problem-solving skills and innovative thinking. Secondly, it is essential to establish a flexible and diverse evaluation system, shifting from traditional single examination assessments to methods that emphasize comprehensive qualities and practical abilities, thereby promoting holistic development and personalized growth among students.

Educational reform must also emphasize the professional development of teaching staff and the

renewal of educational philosophies. Teachers, as key implementers of educational reforms, should possess interdisciplinary teaching capabilities and innovative teaching methodologies to better meet the diverse learning needs of students and adapt to societal changes. Additionally, strengthening collaboration with industries and communities, integrating education with practical experience, and providing students with broader career development opportunities and life planning support are crucial measures for transitioning from traditional ideological education to modern educational concepts.

### ***2.2 Adapting Ideological Education to the Diversity of Students' Values***

As society becomes more diverse and information-driven, students' values are increasingly varied and individualized. This diversity not only manifests in cultural identities and lifestyles but also significantly influences their reception and response to ideological education. Traditional moral indoctrination and value imposition can no longer solely fulfill students' needs; instead, more open, inclusive, and heuristic educational approaches are needed to guide students in autonomously choosing and recognizing positive and healthy life views and values.

To address the educational challenges posed by value diversity, educators can deepen and innovate their approaches in several ways. Firstly, diverse courses and enriching educational activities should be offered, covering perspectives and experiences from different cultural backgrounds and social groups. By introducing content on cross-cultural exchanges and global perspectives, students can better understand and respect diverse cultures, enhancing their cultural adaptability and global competitiveness. Secondly, educational institutions should encourage students to engage in social practices and international exchange programs, fostering their cross-cultural communication skills and broadening their global outlook .

Diversified education must also focus on individual differences and psychological characteristics, employing personalized teaching methods and evaluation systems. By addressing students' individual needs and developmental potentials, educators can motivate self-directed learning and innovation, improving the adaptability and effectiveness of education.<sup>[3]</sup>

Finally, educators should prioritize fostering students' autonomy in value selection and recognition, guiding them to think critically and analytically during the value formation process, and continuously refine and adjust their personal values and sense of social responsibility. This open and heuristic educational approach not only helps students find their place in a diverse society but also provides a solid foundation of thought and culture for their future careers and life in a globalized context.

### ***2.3 The Relationship Between Faculty Structure and the Quality of Ideological Education***

The structure and quality of faculty directly determine the effectiveness of ideological education. Currently, there are significant differences among college teachers in educational philosophies, specialization levels, and teaching methods, which profoundly impact their adaptability and teaching effectiveness in ideological education. Therefore, strengthening the professional training of teachers and updating educational philosophies are key to improving the quality of ideological education.

Firstly, professional training for teachers should emphasize the innovation of educational theories and teaching methods. By introducing the latest educational theories and international advanced teaching experiences, teachers can better understand and address the diverse needs of students in ideological education. For example, training teachers in interdisciplinary teaching and practical applications can

enhance their flexibility and responsiveness in the classroom, effectively promoting students' critical thinking and comprehensive skills.

Secondly, educational management departments and universities should establish sound teacher evaluation systems and incentive mechanisms. Comprehensive evaluations of teachers' teaching quality, academic research, and student feedback can help identify issues in teaching and provide targeted improvements. At the same time, offering fair and reasonable incentives, such as awards for academic achievements and excellence in teaching, can motivate teachers to invest more effort and creativity into ideological education.<sup>[4]</sup>

Lastly, universities should optimize recruitment and development mechanisms for teachers, attracting and retaining excellent educators with innovative spirit and passion for teaching. This includes providing favorable teaching and research conditions and focusing on the professional development and personal growth of teachers. By establishing clear career development paths and support systems for teachers, universities can help them continuously innovate and improve their teaching practices, thereby enhancing the quality of ideological education and laying a solid foundation for sustainable development in education.

### **3 Pathways for Integrating New Era Cultural Confidence and Ideological Education in Colleges**

#### ***3.1 Application of Cultural Confidence Concepts in Curriculum Design***

The application of cultural confidence concepts in curriculum design is a key aspect of promoting the integration of ideological education. Guided by the thought of socialism with Chinese characteristics for a new era, college curriculum design should deeply explore and inherit the essence of Chinese traditional culture while integrating contemporary societal needs and a global perspective to create innovative and internationally competitive curricula. This includes not only the inheritance and development of basic disciplines but also the emphasis on interdisciplinary integration to promote interaction and exchange between various fields.

Firstly, curriculum design should center on cultural confidence by deeply interpreting and deconstructing the essence of Chinese traditional culture, such as Confucianism, Taoism, Buddhism, poetry, and literature. This approach helps students develop a correct historical understanding and cultural awareness during their studies. Secondly, contemporary social sciences, technological innovations, and emerging disciplines under globalization, such as artificial intelligence and biotechnology, should be introduced into the curriculum. This integration ensures that the curriculum maintains its traditional cultural foundation while keeping pace with the times to meet students' needs and expectations for future societal development .

In terms of teaching methods, students should be encouraged to use problem-based learning, case analysis, and team collaboration to cultivate their critical thinking and innovative abilities. For example, through interdisciplinary course design, students can explore the values of traditional culture while addressing modern societal demands, proposing innovative and forward-looking solutions. Moreover, connecting with advanced international educational concepts and engaging in exchanges can expand students' global perspectives and cross-cultural communication abilities, equipping them with greater competitiveness and influence in a globalized context.<sup>[5]</sup>

### ***3.2 Enhancing Ideological Education through Teacher-Student Interaction***

Teacher-student interaction plays a crucial role in enhancing the effectiveness of ideological education. College teachers should adopt an open and inclusive attitude, establishing equal and open interaction platforms with students to actively promote academic discussions and ideological exchanges. In this process, teachers are not just knowledge transmitters but also crucial guides for students' ideological development and personal growth. Establishing and maintaining effective teacher-student interaction mechanisms can significantly stimulate students' enthusiasm for learning and innovation, enhancing their self-awareness and social responsibility, thus improving the effectiveness and depth of ideological education.

Firstly, college teachers should focus on interactive teaching during their classes, moving away from one-way knowledge transfer to heuristic teaching and problem-based learning. This approach guides students to actively think and solve problems. By involving students in class discussions, academic research projects, and social practices, teachers can effectively guide students in deep ideological exploration and the cultivation of critical thinking, thereby enhancing their overall quality and academic capabilities.

Secondly, the interaction platform between teachers and students should be open and inclusive, encouraging students to express their views and opinions freely and to discuss sensitive topics and complex issues without constraints. Teachers should treat various student perspectives with understanding and respect, guiding them to form independent thinking and judgment abilities. Such interaction allows students to develop academically while achieving deeper ideological growth and self-awareness, better equipping them to adapt to a complex and changing social environment.

Lastly, teacher-student interaction should not be limited to classroom teaching but should extend to academic guidance, personal mentoring systems, and participation in extracurricular activities. By establishing regular academic salons, seminars, and academic exchange activities, teachers and students can engage in broad academic discussions and exchanges, exploring trends and challenges in fields such as frontier technology and cultural arts, thus enhancing the quality and effectiveness of education and ideological education.<sup>[6]</sup>

### ***3.3 Integrating Multiculturalism and International Perspectives in Practice***

Integrating multiculturalism and international perspectives is a crucial strategy for promoting the internationalization of ideological education in colleges. In the context of globalization, colleges should actively advocate for the respect and inclusion of diverse cultures, incorporating international perspectives into all aspects of ideological education to foster students' global outlook and cross-cultural understanding.

Firstly, colleges can offer diverse international courses covering culture, history, economics, politics, and more, guiding students to understand and respect different cultural backgrounds and values. These courses are not just about imparting knowledge but are vital in developing students' abilities to adapt and communicate in a globalized world. For example, by offering courses in comparative cultural studies, international relations, and global economics, students can deeply explore ideological developments under different cultural contexts and their impacts on contemporary society, enhancing their cross-cultural communication and understanding abilities.

Secondly, colleges should actively organize international exchange activities, including academic exchanges, cultural exhibitions, language learning, and volunteer services, providing students with platforms and opportunities to engage with their international peers. By participating in international conferences, exchange programs, or summer camps, students can access excellent academic resources from around the world and deeply understand and experience different cultural backgrounds' ideologies and lifestyles, broadening their perspectives and thinking horizons .

Additionally, colleges can introduce advanced international educational concepts and management experiences, integrating them with local traditional culture for innovative fusion. For instance, by learning from Western countries' successes in cross-cultural education and interdisciplinary research, and combining these with the essence and values of Chinese traditional culture, colleges can design and develop localized international courses and projects, enriching and deepening ideological education content.

## **Conclusion**

This paper presents an in-depth analysis of the integration of cultural confidence in the new era with ideological education in universities, proposing a series of specific pathways and strategies. These include the application of cultural confidence concepts in curriculum design, optimization of teacher-student interaction, and the integration of multicultural practices. These measures not only enhance the effectiveness and quality of ideological education but also provide innovative development ideas for university education. Future research should further explore the specific implementation paths for integrating cultural confidence with ideological education in the new era and conduct in-depth comparative and case studies from an international perspective. This will provide more scientific theoretical support and practical guidance for building a talent cultivation system in a socialist modernized country.

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