

The Mechanism of Inducing Cultural Confidence of College Students and the Path of Cultivating “Difference-Synergy” in the Perspective of a Strong Cultural Country

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Abstract: Analyze the connotation, components and manifestations of college students' cultural self-confidence in terms of their identification with the excellent traditional Chinese culture, their confidence in the advanced socialist culture and their confidence in the national cultural soft power. From the aspects of growth and success, national soft power enhancement, and national spirit inheritance and development, analyze the value implication of the cultivation of college students' cultural self-confidence. Focusing on the strategic goal of a strong cultural country and taking into account the individual differences, professional backgrounds, interests and hobbies of college students, we formulate differentiated cultivation paths for college students' cultural self-confidence from the perspectives of cultural self-confidence cultivation goals, cultural self-confidence cultivation principles and cultural self-confidence cultivation modes.

Keywords: Inducing Cultural Confidence, College Students, Strong Cultural Country.

1. Introduction

The CPC Central Committee and the State Council attach great importance to fostering cultural confidence. In the National Fourteenth Five-Year Plan, the report of the Twentieth National Congress and the Fourteenth Five-Year Plan for Cultural Development, it is emphasized that it is necessary to “enhance cultural self-confidence and self-improvement, and create a new splendour of socialist culture” and “lay a solid foundation for building a strong socialist culture”. The plan emphasizes the need to “enhance cultural confidence and self-improvement, and create a new splendor of socialist culture” and to “lay a solid foundation for the construction of a strong socialist cultural country. In the journey of the new era, as the future of the country and the hope of the nation, the cultivation of college students' cultural self-confidence is especially important. The cultivation of college students' cultural self-confidence has a profound impact on their personal growth and social development, helping them form a positive outlook on life and values, and enhancing their sense of social responsibility and historical mission.

By cultivating college students' cultural self-confidence, it can promote the deep understanding and inheritance of China's excellent traditional culture, stimulate their innovative spirit and cultural creativity, and inject new vitality into the country's cultural prosperity and the development of the cultural industry. By cultivating cultural self-confidence, college students can better adapt to the needs of the times and make positive contributions to promoting social progress and national development.

This study focuses on the cultivation of college students' cultural self-confidence, with special emphasis on analyzing the triggering mechanism and designing the path of “differentiated collaboration”. Considering the heterogeneity of individual differences, professional backgrounds, interests and hobbies of college students, this project first analyzes the

theoretical connotation and value of cultivating college students' cultural self-confidence. On this basis, the project focuses on exploring and designing the triggering mechanism and the path of “differentiated collaboration”.

The overall goal of this paper is to analyze the triggering mechanism of college students' cultural self-confidence based on the strategy of building cultural power, and to design a path of “differentiated collaboration”. Specific objectives: To clarify the theoretical connotation of college students' cultural self-confidence and to consolidate the theoretical foundation. Analyze the value and significance of cultivating college students' cultural self-confidence, and seek key directions for the future. Analyze the triggering mechanism of cultivating cultural self-confidence of college students based on the different conditions of key triggering factors. To design differentiated paths for the cultivation of college students' cultural self-confidence, and to build a four-dimensional synergistic mechanism of “government-society-school-family”.

2. Value and Significance

(1) Theoretical significance. It enriches and develops the theoretical connotation of cultural self-confidence. In the context of the new era, the cultivation of cultural self-confidence of college students not only emphasizes the inheritance and recognition of traditional culture, but also emphasizes the innovation of modern culture and the inclusiveness of international culture, which provides theoretical guidance and methodological support for the practice of cultural self-confidence of college students. It promotes the integration of the theory and practice of cultural self-confidence. The theoretical research on the cultivation of cultural self-confidence of college students in the new period focuses on how to integrate the concept of cultural self-confidence into their daily study, life and work, to enhance their cultural self-confidence, to promote the innovation and development of the theory of cultural self-confidence, and to

provide a practical path and experience summary for the cultivation of cultural self-confidence in the new period.

(2) Practical significance. Cultivate high-quality talents with international vision and national spirit. By cultivating cultural self-confidence, college students can better understand and inherit the excellent traditional Chinese culture, which will help them establish a good national image in international exchanges, enhance the soft power of the country, and contribute to the prosperity and development of the country and the improvement of its international status. Promote social harmony and cultural prosperity. Through the cultivation of cultural self-confidence, college students can actively participate in the practice of socialist core values, enhance the sense of national identity, stimulate the spirit of innovation and practical ability, and provide talent support and intellectual guarantee for the harmony and stability of the society and the sustainable prosperity of culture.

3. Scholarly History Combing and Research Dynamics of Related Studies

(1) Research on the current situation of cultivating cultural self-confidence among college students. There are some positive developments and challenges in the research on the current situation of cultivating college students' cultural self-confidence. On the positive side, many colleges and universities have realized the importance of cultural self-confidence for the overall development of college students and have incorporated it into the education system [1]. Traditional culture education has been integrated into the curriculum, such as offering courses in Chinese classics, history, and philosophy, while enhancing students' cultural experience and identity by organizing various cultural activities, such as calligraphy, Chinese painting, and traditional festival celebrations [2]. In addition, some colleges and universities encourage students to participate in social practice and volunteer services to deepen their understanding of and confidence in Chinese culture through hands-on experience and practice (Robert, 2019; Liu Guoju, 2022). However, the study also points out that the cultivation of cultural confidence still faces some challenges. First, the cultivation of cultural self-confidence needs to be combined with students' interests and needs, but in current educational practice, cultural education is often overly theoretical and lacks lively interaction and practice sessions, resulting in low student engagement and interest (Ma Shaofei et al., 2023). Secondly, with the development of globalization and the Internet, the impact of multiculturalism makes some college students question the value and meaning of their own cultures, and the cultivation of cultural self-confidence needs to pay more attention to the cultivation of international vision and the international exchange of cultural self-confidence (Longou, 2021). Finally, the cultivation of cultural self-confidence also requires joint efforts at the family, social and national levels (Thompson, 2016), and the synergistic effect in these areas is not obvious enough at present and needs to be further strengthened.

(2) Analysis on the influencing factors on the cultivation of cultural self-confidence of college students. Regarding the research on the influencing factors on the cultivation of college students' cultural self-confidence, academics have now identified a variety of key factors. First, family background has an important influence on the formation of

college students' cultural self-confidence[3]. Family is the first classroom of cultural inheritance, and parents' values, education style, and family cultural atmosphere will have a profound impact on college students' cultural self-confidence (Liu Duolan, 2023). Cultural interactions among family members, such as joint participation in traditional cultural activities and discussion of national events, can enhance college students' sense of identity and pride in national culture [4]. Second, the educational environment is also an important factor influencing college students' cultural confidence (Wang Yuqing, 2021; Marki et al., 2022). The choices and arrangements made by colleges and universities in terms of curriculum, teaching methods, and faculty strength directly affect college students' knowledge and understanding of their own culture (Suhebile, 2019). For example, the cultural self-confidence of college students can be effectively enhanced by integrating traditional culture into professional courses and organizing cultural experience activities. In addition, the social and cultural atmosphere, media publicity, and public discussion also have an impact on college students' cultural self-confidence (Brazill et al., 2023; Xing Lingling, 2023). Social attitudes toward traditional culture, media coverage and publicity of traditional culture[5], and attention to cultural issues in public discussions will shape college students' external perceptions and evaluations of their own culture (Yang et al., 2023).

(3) Research on countermeasures to cultivate college students' cultural self-confidence. Scholars have put forward a variety of suggestions regarding the study of countermeasures for cultivating college students' cultural self-confidence. First of all, colleges and universities should integrate the cultivation of cultural self-confidence into the whole process of education, and combine traditional cultural education with modern cultural education through curriculum reform and teaching innovation, so that students can learn professional knowledge while also gaining an in-depth understanding and experience of the excellent traditional Chinese culture (Qin et al., 2023). For example, courses on Chinese classics, history, and philosophy are offered, and students are organized to participate in cultural activities such as calligraphy, Chinese painting, and traditional festival celebrations, as well as to carry out social practice activities on the theme of traditional culture. In addition, colleges and universities should also encourage students to participate in international exchanges[6], and through comparative studies, students can recognize and understand the value of their own cultures in an international perspective, so as to enhance their cultural self-confidence (Tao Zhu, 2023). Families and society should also play an active role; parents should convey positive cultural values through family education (Diener et al., 2022), and society should create a positive cultural atmosphere through the media and public discussions (Hye-Min Kim, 2021), and work together to support the cultivation of cultural self-confidence among college students.

To summarize, the current domestic and foreign research results on related issues are getting richer and richer, on the one hand, it provides rich information for further in-depth research and lays a good research foundation; on the other hand, there is also room for further research. On the other hand, there is also room for further research. In the definition of the dimension of cultural self-confidence. At present, the research results on the cultural self-confidence of college students lack a systematic theoretical discussion on the definition of dimensions, and do not fully take into

account the current national conditions, the characteristics of college students' growth and development, as well as the connotation of the elements of the cultural self-confidence of college students and their characteristics. In terms of research methodology. At present, the research and questionnaire analysis on the current situation of college students' cultural self-confidence mostly adopts traditional methods such as questionnaire surveys and interviews, focusing only on students in specific colleges and universities or specific majors, which lacks broad representativeness and fails to comprehensively reflect the situation of college students' cultural self-confidence in different regions and under different cultural backgrounds. The above research methods provide theoretical support and analytical means for researchers to explain the relationship between variables to a certain extent, however, diversified methods such as case study and comparative study are less frequently adopted, which limits the expansion of the depth and breadth of the research. In terms of cultivation countermeasures. The proposed cultivation countermeasures are too broad, lacking in pertinence and operability, and difficult to be effectively implemented in different universities and student groups. The countermeasures only focus on a certain aspect or a certain link, but neglect the systematic and holistic nature of cultural self-confidence cultivation, and fail to form a comprehensive cultivation framework. The proposed countermeasures have not been fully verified in practice and lack the support of empirical research, so their effectiveness needs to be further investigated.

4. Differentiated Cultivation Paths and Four-dimensional Synergy Mechanism for Cultural Confidence of College Students

(1) Differentiated Cultivation Paths: Precise Educational System Based on Individual Qualities

Based on the strategy of strengthening the country with culture, we have constructed stratified cultivation paths according to the individual differences of college students, their professional backgrounds and interests: Target stratification: cognitive layer to build up a firm foundation of culture, for example, science and engineering students will enhance their identity through the analysis of traditional crafts and technology, and liberal arts students will deepen their understanding by studying canonical books. The goal is to build a firm cultural foundation at the cognitive level, for example, science and engineering students enhance their recognition through the analysis of traditional crafts and technology, and liberal arts students deepen their understanding through the study of canonical books. Principle-oriented: respecting students' subjectivity, providing a diversified cultural resource base for independent selection; strengthening immersion, integrating cultural elements into campus landscapes, professional courses and club activities; highlighting practicality, relying on museums, non-heritage workshops, etc., to carry out "cultural root-searching", "non-heritage experience" and other programs. Mode innovation: create a "classroom + practice" integration mode, add a "history of Chinese science and technology and civilization" module in the Civics and Political Science course, and explore the cultural spirit of the discipline in the professional course; implement a "common + individual" mode of supply, and offer a tea ceremony, a tea ceremony, a

tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony, a tea ceremony. The "common + individual" supply mode is implemented, elective courses such as tea ceremony and opera are offered, and the development of cultural associations is supported; the "online + offline" linkage mode is constructed, and catechism courses and virtual museum resources are integrated through the digital platform, and topic-specific activities are initiated to stimulate cultural creations.

(2) Four-dimensional synergistic mechanism: a linkage pattern of multiple subjects in educating people

Construct a synergistic system of "government-school-family-society" to form a synergistic force in educating people in culture: Government-led: Incorporate the cultivation of cultural confidence into the national strategy, improve regulations and evaluation systems, and promote the development of museums and other cultural institutions. Government-led: Incorporate the cultivation of cultural confidence into the national strategy, improve regulations and evaluation systems, promote the opening of museums and other public cultural resources to colleges and universities, and provide funding to support cultural education programs. Schools are responsible for: building a nurturing system that runs through the whole process of talent cultivation, developing school-based curricula that incorporate traditional culture, training teachers in cultural nurturing, and creating campus cultural landscapes and brand-name activities. Family Nurturing: Enhance the cultural literacy of parents through community education, advocate the inheritance of filial piety, honesty and other family styles, and collaborate between home and school to pass on the concept of cultural nurturing. Social support: cultural organizations develop study programs and internships, media create youth-oriented cultural products, and enterprises provide creative practice platforms to jointly create a clear online cultural environment.

5. Conclusion

This paper analyzes the current situation of cultural self-confidence cultivation of college students through research on government, colleges and universities, families, college students, etc., and clarifies the difference between the demand and supply of cultural self-confidence cultivation of students, as well as the constraints and bottlenecks in the cultivation of cultural self-confidence of college students. Taking into account the individual differences, professional backgrounds, interests and hobbies of Chinese college students, we formulate a differentiated cultivation path for college students' cultural self-confidence from the perspectives of cultural self-confidence cultivation goals, cultural self-confidence cultivation principles and cultural self-confidence cultivation modes. From the perspectives of "government cooperation", "family cooperation", "social cooperation" and "school cooperation", we have formulated the "government cooperation", "family cooperation", "social cooperation" and "school cooperation". Develop a four-dimensional coordinated mechanism of "government-society-school-family" for the cultivation of college students' cultural self-confidence.

By enhancing the cultural self-confidence of university students, the cultural soft power of the country will be strengthened, so that university students can better inherit and carry forward the excellent traditional Chinese culture, cultivate young people with a high degree of cultural self-

awareness and cultural self-confidence, and lay a solid foundation of talents for the long-term development of the country.

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