

Analysis on the cultivation of cultural confidence education in French teaching in colleges and universities

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Abstract: In the context of economic globalization, the development of traditional Chinese culture has been challenged and threatened by foreign cultures, which has had a significant impact on the dissemination and inheritance of Chinese culture. College French courses can allow students to have a direct dialogue with foreign cultures. Therefore, college students' thoughts, cognition, behavior, and other aspects are easily affected by foreign cultures. Cultural self-confidence refers to the firm recognition of the Chinese nation's own cultural values, and is an important foundation for China's development in the world. Based on the background of educational development and talent cultivation in the new era, strengthening cultural self-confidence education for college students is one of the core focuses of educational development. In response, this article takes the teaching of French in universities as an example, and explores the importance of cultivating students' cultural self-confidence, the problems encountered in current cultural self-confidence cultivation, and the effective ways to achieve cultural self-confidence in French courses from three perspectives.

1. Introduction

Cultural self-confidence is a necessary national accomplishment for talents in the new era. Cultural self-confidence highlights the cultural essence, cultural foundation, cultural ideals, and other aspects of socialism with Chinese characteristics. Only by cultivating students' cultural self-confidence can we better promote the development of the socialist cause. For college students receiving French education, they have more opportunities to contact foreign cultures, which has formed a certain degree of impact on the development of their own values and outlook on life. Therefore, strengthening the cultivation of cultural self-confidence for talents is an important task of current college education. Based on this, this article focuses on the importance, problems, and strategies of cultural self-confidence education in college French teaching.

2. The Importance of Cultural Confidence Education for French Majors

Cultural confidence has thus become the "fourth confidence" of socialism with Chinese characteristics, following road confidence, theoretical confidence, and institutional confidence.

According to the analysis of the current situation of college French teaching, teachers often underestimate the two-way nature of cultural education in cross-cultural communication and learning,

resulting in students only learning and accepting Western cultural knowledge unilaterally, unable to comprehend the excellent traditional culture of the Chinese nation. This has led to many students emulating the West in some behavioral activities, thereby losing their cognitive ability to the traditional culture of the Chinese nation, which has had a certain impact on the inheritance of traditional Chinese culture. Based on the development background of the new era, the content of cultural self-confidence is richer and its status is more prominent. The importance of cultivating students' cultural self-confidence in the study of French majors mainly includes the following points:

First, infiltrating the concept of cultural self-confidence into French teaching can encourage students to develop their own understanding and mastery of traditional Chinese culture while learning professional curriculum knowledge. Teachers can use a dialectical and critical perspective to view different cultural content. In the process of socialist spiritual construction, college students' cultural self-confidence can effectively promote the effective promotion and development of their moral and ethnic literacy.

Secondly, in the context of global development and era development, talent cultivation for French majors is not just about cultivating students' French literacy, but also about cultivating composite talents with international perspectives and local feelings. Only in this way can we better adapt to the needs of national development and accurately implement cultural self-confidence in national development. In other words, cultivating high-quality talents is the fundamental goal of current college French education and teaching, promoting the sustainable development of college French majors. Therefore, it is necessary to strengthen the emphasis on the cultivation of cultural self-confidence and integrate more excellent cultural content of the Chinese nation into actual education.

Thirdly, based on global integration, in recent years, China has participated in more and more things in the international environment and played an increasingly prominent role in international affairs. In order to better promote exchanges in international cultural and trade affairs, it is necessary to strengthen investment in actual teaching work and cultivate high-quality talents in the "new liberal arts" field. Serving the country to respond to today's complex international and domestic situations, and enhancing China's ability to express itself in the international community; Solve major theoretical and practical issues related to people's ideological concepts and spiritual values. Against this background, it is important to strengthen cross domain and cross cultural education in the teaching process of French education, which is of great significance for promoting China's international status and image. Guided by the "Teaching Guide for Undergraduate French Majors in Ordinary Colleges and Universities", focusing on the ideological and political construction of French majors, through keynote reports, topic sharing, and Q&A discussions, this paper discusses how to organically integrate ideological and political education with French teaching and cultivate international talents for the 2019 teaching reform project of ideological and political education for French majors. At the same time, it helps teachers improve their teaching theoretical literacy and enhance their teaching design and practical abilities.

3. Problems and Analysis of Current Cultural Confidence Education

3.1. Insufficient reserve of national cultural knowledge

According to the analysis of the current situation of French curriculum education in colleges and universities, the emphasis on cultural teaching in French teaching has been misinterpreted to varying degrees as focusing on French cultural teaching, leading to the development of education work that pays too much attention to foreign cultures.[1] In this teaching context, although students have a deeper understanding of foreign economy, culture, knowledge, ideology, and other aspects, due to the lack of contact with Chinese cultural content in actual teaching activities, college students have less and less understanding of the excellent traditional Chinese culture. In addition, young people have

few opportunities to come into contact with traditional culture in their lives, except in their studies. The amateur life of young people focuses on online life such as games and social media. I have not directly contacted tradition and felt the soil of tradition. Judging from the current educational development, the prevalence of foreign languages and their culture is increasing, while few people truly understand and take pride in the connotation of the Chinese nation.[2] Moreover, this problem is becoming increasingly serious in current college education, which also poses a significant obstacle to the cultivation of cultural self-confidence.

3.2. Decreased ability to express national culture

As a minor language major, most college French majors only master basic French language skills and literacy, and are able to apply standard French to express foreign (basic) cultural content. Due to the heavy teaching tasks and short teaching time, the teaching objectives mainly focus on improving students' French language proficiency. Therefore, the textbook is mainly based on a French background.[3] Due to the lack of cultural comparison between Chinese and foreign languages, cross-cultural communication teaching, and the learning of Chinese national culture in French teaching. As a result, when it comes to cross-cultural communication, people often feel at a loss, unable to express themselves clearly, and unable to express themselves fluently. If a country wants to develop and enter the world, it must first promote the dissemination of culture. If it wants to effectively go abroad and enter the world, it must permeate cultural content with Chinese characteristics in the French teaching process, enable college students to master more Chinese culture, and ensure the inheritance and development of Chinese culture. In recent years, the "Understanding of Contemporary China" series of tutorials has been published by FLTRP. While learning from the West and using it in the East, it ensures that students have strong cultural self-confidence under the influence of culture. I hope that in the future, with the vigorous promotion of major universities, we can see the positive role of Chinese culture in the learning and work of French majors.

3.3. Lack of recognition of national values

Infiltrating cultural self-confidence in curriculum teaching activities should not only be based on the high level of awareness and ideological cognition of teachers, but also be more important. Based on relevant educational research results and data? Data sources show that the construction of French teaching activities in universities is not ideal, which greatly restricts the formation and development of students' national values. From the current educational situation, in the long-term process of French teaching in universities, there are teachers who pay too much attention to French and French culture, ignoring the infiltration of Chinese cultural content. This has led to the emergence of Chongyang's foreign culture among students, which has greatly influenced their ideological cognition and style of dealing with affairs. More and more students are viewing domestic events with a European cultural perspective.

4. The cultivation strategy of cultural self-confidence education in college French teaching

4.1. Strengthen training and develop teacher literacy

To achieve the cultivation of cultural confidence in talents in French teaching, educators need to practice and implement it. Based on the analysis of various problems existing in the infiltration of cultural confidence education in current French teaching, it can be found that the most intuitive cause of educational problems lies in the education implementers, namely, teachers. The lack of teachers' own educational ability and cognitive development has affected the effectiveness of the organization

and implementation of relevant educational work. The organization of teaching activities for teachers majoring in French should strengthen their literacy. Relevant research activities have shown that training is the main way for teacher development and promotion. To effectively cultivate students' cultural self-confidence, the prerequisite is to cultivate teachers' teaching ideas, strengthen teacher professional training, enable teachers to accurately understand the actual situation and needs of the current stage of education development, enable teachers to clarify the main direction of their own teaching, thereby ensuring the effective development of education and teaching work, and promote the effective improvement of teachers' educational behavior.

For example, schools can organize teachers majoring in French to carry out learning activities on the concept of cultural confidence education in the new era. Through meetings, sharing, and other forms, teachers can communicate with each other to learn more about the development direction and precautions of cultural confidence education, and make it clear that the development of education in the new era should focus on guidance, promotion, and promotion, integrating diverse teaching activities to complete the talent cultivation work. When developing teacher education ideas, it should be noted that the implementation of activities should be consistent with the proposed new era education ideas, and timely convey the new era education ideas to teachers, so that teachers can pay real-time attention to the progress and direction of education reform. In addition, it is necessary to carry out moral education for teachers, teach them to love students, teach with integrity, establish morality and cultivate people, and carry out their subsequent work with a fair attitude. Clarify the importance of cultural self-confidence education in teaching, improve teachers' own educational and educational abilities as a whole, develop their own awareness and cognition of educational behavior, and ensure the effective development and implementation of education.

4.2. Create situational activities to promote cultural integration

French and English are the same, both of which are cultural language courses. The development of education and teaching should strengthen the development of students' language literacy. The design and implementation of French teaching in the context of cultural self-confidence cultivation should comprehensively consider the actual development needs of students and the characteristics of French courses. Therefore, teachers can conduct situational teaching, create cross-cultural communication situations for students, integrate excellent traditional Chinese cultural content into them, and permeate the education work for students. Help students establish a sense of cultural identity, improve their cultural self-confidence, and ensure the effective penetration and development of cultural self-confidence education in French teaching in the new era. This requires teachers to conduct in-depth analysis of the themes of French teaching content and understand its context in the actual process of education and teaching. Then, through the screening of excellent Chinese cultural content, relevant learning content is introduced to achieve the synchronous promotion and development of students' language literacy and learning ability, and achieve the educational and teaching goal of cultivating cultural self-confidence in the new era.

4.3. Improve the evaluation system and form guidance for development

Evaluation activities are important activities that promote the continuous development and improvement of students. In the context of traditional education and teaching, evaluation work is mostly carried out through examinations, tests, and other methods. However, with the advent of the era of quality education, the development of education should gradually shift from a single transcript to a comprehensive one, with the development of students' cultural self-confidence as a part of the evaluation system, guiding students to continuously improve themselves in actual development, finding the correct direction of development, promoting the synchronous development and

improvement of students' personal and cultural qualities, and thereby promoting a good educational environment, Achieve effective educational and teaching goals and cultivate cultural self-confidence.

For example, in the context of regular French curriculum evaluation, teachers can improve the evaluation mechanism and system. First, they can improve the content of educational evaluation, forming a complete curriculum evaluation system based on students' mastery and understanding of knowledge content, students' development of cultural confidence in the learning process, students' learning ability development, students' attitudes in the learning process, and so on. Then, when organizing evaluation activities, they can integrate teacher evaluation Various methods such as student self-evaluation and group mutual evaluation are used to carry out relevant evaluation activities, and the evaluation results are recorded to enable students and teachers to comprehensively understand the development of individual learning or educational effectiveness, so as to facilitate students to clarify the direction of development. On the other hand, it is convenient for teachers to make timely teaching adjustments in educational work, thereby ensuring the effectiveness of educational and teaching work and promoting the comprehensive development and improvement of students, Promote the effective construction of the curriculum ideological and political education system.

5. Conclusion

In short, cultural self-confidence is a necessary quality for talent development in the new era, and it is also an inevitable demand for national construction and social development. For students majoring in French, teachers need to incorporate Chinese cultural content into their daily French teaching activities, guide students to gradually understand and cultivate their cultural confidence, establish a sense of national cultural identity, ensure the inheritance and development of traditional Chinese culture, and promote the comprehensive cultivation of talents.

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