

Research on the Cultivation of College Students' Confidence in Chinese Culture in College English Teaching under the Background of the Belt and Road Initiative

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Abstract. The Belt and Road Initiative has given great responsibility to the cultivation of English talents in College English, but we should be vigilant and realize that too much emphasis on the economic and instrumental functions of College English will lead to the excessive input of target language culture, thus leading to the lack of self confidence in Chinese culture among contemporary college students. This paper points out the deficiencies of college English cultural education and explores the ways to cultivate college students' Chinese cultural self-confidence in College English teaching.

Keywords: The Belt and Road Initiative, College English teaching, Chinese cultural confidence.

1. Introduction

With the deepening of the the Belt and Road Initiative, more and more attention has been paid to the study of cross-cultural teaching in College English. The number of research results is increasing, and the quality and level of research are constantly improving. The content of the research is becoming more and more abundant, but there are still some problems: there are many studies on British and American culture, but few on cultural comparison and Chinese culture and a lot of researches are based on the foreign researches rather than indigenous and creative. There are more single studies, fewer complex and cross-disciplinary studies, more studies on students and fewer studies on teachers. From the results of the study, it can be seen that overemphasis on British and American culture, the uni-lateral cross-cultural education and the serious lack of Chinese culture have become common problems in College English teaching in China. College is an important period for the formation of one's values and world outlook. College English course, as a public compulsory course with a large number of students, always lasts two years and plays an important role in cultivating the College students' confidence in Chinese culture. With cultural self-confidence and college students as keywords the author searched 125 articles published between January 2010 and May 2018 in China on CNKI. net among which generally speaking, the macro-explanations of relevant research are more than micro-constructions, and the basic principles are more than specific strategies. In addition, the cultivation of cultural self-confidence of college students is still a dominant topic in ideological and political course to a large extent and the research on cultivating cultural self-confidence in College English course is scant.

2. The Important Role of College English Teaching in Cultivating Students' Confidence in Chinese Culture under the Background of the Belt and Road Initiative

General secretary Xi Jinping pointed out cultural self-confidence is the full affirmation and active practice of the cultural value of a nation, a country and a political party, and the firm confidence in the vitality of its culture. Under the background of the Belt and Road Initiative, in order to promote the development of economy and trade, College English takes on the responsibility of training outstanding English talents. While emphasizing language as a tool of economy and trade, it should not be overlooked that a large number of cultural input from the target language will inevitably lead to college students' worship of British and American national culture, resulting in the unfamiliarity and forgetfulness of Chinese mother tongue culture, which will lead to the lack of confidence of the

new generation of college students in Chinese culture. This phenomenon is not conducive to the full implementation of the Belt and Road initiative; at the same time, this phenomenon runs counter to the true sense of cross-cultural communication. General Secretary Xi Jinping pointed out that China is facing an important issue of rebuilding cultural self-confidence in China, and that contemporary universities have an unshirkable responsibility. College English, because of its unique teaching goal of intercultural communication, should also undertake the task of rebuilding the cultural self-confidence of contemporary college students.

3. Cultivating College Students' Self-confidence in Chinese Culture in College English Teaching

3.1 College English Textbooks, College English Teachers' Cultural Literacy, College English Classroom Teaching, Are the Keys to Cultivating Chinese Cultural Self-confidence in College English Teaching.

In College English teaching, textbooks and teachers are the main sources for students to acquire Chinese culture. Examinations test students' learning level and play a guiding role in students' learning. The content and the quantity of Chinese culture in textbook and examinations and the teachers' Chinese cultural literacy have a direct impact on students' confidence in Chinese culture. How the teachers organize the class and provide the students with the Chinese cultural input also determines the students attitudes towards Chinese culture elements.

3.2 The Deficiencies of College English Culture Education

Teachers and students play a positive subjective initiative in the process of teaching and learning. The author conducts questionnaires and interviews with teachers and students. The contents of the interviews and questionnaires mainly focus on the following three aspects: teachers and students' own understanding and attitude towards cultural self-confidence; should the contents of traditional Chinese culture be added to the textbooks; whether Chinese culture should be evaluated and tested.

The results of questionnaires and interviews with the students are as follows:

(1) The students' ability of expressing Chinese cultural elements in English is poor, and the awareness of Chinese culture and identity is low.

(2) 78% of the respondents think that they should learn British and American national culture in English class rather than Chinese culture. 75% of the respondents think that involving Chinese cultural elements in English class will make college English class more difficult.

(3) 92% of the respondents have a rejection of adding Chinese cultural elements to college English exams.

(4) The vast majority of students believe that college Chinese class should be responsible for organizing extracurricular activities related to Chinese culture rather than College English class. The results of questionnaires and in-depth interviews with some college English teachers are as follows:

(5) Compared with expressing British and American culture in English most college English teachers are slightly unfamiliar in expressing Chinese culture in English, indicating that most college English teachers seldom express Chinese culture in English.

(6) Most College English teachers have realized the necessity of adding Chinese culture to college English textbooks and classroom teaching, but this understanding only stays at the level of preparing for the college English test---Since December 2013, the National College English Examination Committee has adjusted the translation of CET-4 and CET-6 into paragraph-to-paragraph Chinese-to-English, which covers the history, culture, economy and social development of China. It is hoped that this will serve as a warning to promote the balance of different cultures within the curriculum and give full play to the positive transfer of mother tongue culture---and has not yet risen to the level of cultivating college students' Chinese cultural self-confidence in college English classes.

(7) Most teachers are also aware of the serious shortage of Chinese culture in College English textbooks, but they are not sure which elements of Chinese culture should be added to the textbooks, or how to fully explore the elements of Chinese culture in the original textbooks, and how to develop students' cultural self-confidence in classroom teaching.

(8) Only a few college English teachers believe that college English teachers are responsible for organizing extracurricular activities related to Chinese culture.

3.3 The Internal Theoretical Basis of Cultivating Chinese Cultural Self-confidence and the Ways to Cultivate College Students' Chinese Cultural Self-confidence in College English Teaching

The formation of cultural self-confidence has its internal laws, and is closely related to cultural identity, cultural exchanges, cultural development and other factors. Cultural identity is the premise of cultural self-confidence; cultural exchange is an important way to enhance cultural self-confidence and also the inevitable result after the establishment of cultural self-confidence; cultural development is the cornerstone of enhancing cultural self-confidence.

Cultural identity is the foundation. The lack of cultural identity will lead to the failure of cultural exchanges and cultural development. Cultural identity is a kind of consciousness, which is mainly reflected in the cognitive and psychological level, that is, students' evaluation and attitude towards Chinese culture, so much importance should be attached to the cultivation of the college students cultural identity. Compared with college students, the group of college English teachers has higher self-awareness and self-learning ability. Therefore, the key to the cultivation of college English culture self-confidence lies in teachers. College English teachers must recognize the importance of college English classes to cultivate the self-confidence of college students in Chinese culture. They must improve their own Chinese cultural literacy and strengthen their cultural beliefs. With the continuous development of mass media such as the Internet, contemporary students have a high degree of subjectivity and great differences in the choosing the information. They are active and easy to accept new things, but at the same time they lack a certain ability to "distinguish". To cultivate the cultural self-confidence of college students, teachers are the "chief designers" who are mainly in charge of macro-control and planning.

Taking fully into account the characteristics of the times which contemporary college students are in and the cognitive characteristics of college students, the teachers can choose the teaching materials from the events that happened in the lives of college students and combine them with traditional or contemporary cultural events. The teachers also can expand the original content of the textbook and add some Chinese cultural knowledge in a proper way. Through the output task that run through the classroom which are consistent with the learner's language level, the students can learn the Chinese cultural knowledge. At the same time, the output task penetrates intangible things of Chinese culture, such as Chinese cultural values, life beliefs, and social norms which can cultivate students' cultural identity.

Cultural exchanges are mainly reflected at the operational level. Cultural exchange practices will further strengthen cultural identity and lay the foundation for cultural development. In the process of cultural exchange, Chinese culture meets with foreign cultures, so the contrast between Chinese and foreign cultures will inevitably occur. Based on the full integration of Chinese culture into teaching materials and activities inside and outside the class, students are guided to carry out cultural comparisons to overcome cultural inferiority and cultural arrogance, achieve two-way and equal exchanges between Chinese and foreign cultures, and expand the influence of Chinese culture.

Cultural development is a high degree of unity of practice and consciousness, an expression of the vitality of culture, and a manifestation of the creativity of culture, which is revealed by the fact that contemporary college students have formed China's own cultural advantages and strengths in the practice of cross-cultural communication and can demonstrate cultural creativity and enhance the attractiveness of culture.

4. Conclusion

Under the background of the Belt and Road Initiative, College English teaching should accomplish the task of cultivating high-level and international talents who are proficient in English language, have an international perspective and are familiar with the culture of British and American countries. At present, China is facing an important task of rebuilding cultural self-confidence. It is incumbent upon contemporary Chinese universities to rebuild the college students' cultural self-confidence in Chinese culture. To cultivate the cultural self-confidence of contemporary college students, the teachers should closely connect their study with life, supplement the cultural content of their mother tongue, carry out cultural discourse practice activities, promote value identification, encourage the students to tell Chinese stories, promote Chinese values, and become a new generation of cultural identity and cultural self-confidence.

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