

# Cultural Self-confidence Into the Teaching Transformation of the Ideological and Political Theories Teaching in All Courses

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## Abstract

Cultural self-confidence is the key to shaping students' spiritual independence and character. The integration of cultural self-confidence into the Ideological and Political Theories teaching in All Courses requires the realization of "four transformations": in terms of teaching objectives, the realization of the transition from the "three-dimensional goal" to the "core literacy of students"; in terms of teaching content, the realization of the transition from a "knowledge system" to a "value system" ; In the teaching process, realize the shift from "teaching skills" to "student gain"; in the teaching effect, realize the shift from "teaching evaluation" to "teaching reflection".

## Keywords

Cultural self-confidence; integration; Ideological and Political Theories teaching in All Courses; Transformation.

## 1. Introduction

The Ideological and Political Theories teaching in All Courses is a major ideological and political education concept that implements the fundamental task of Lide. Cultural self-confidence, as the key to shaping students' spiritual independence, is an important educational content that promotes students' free and all-round development. To promote the integration of cultural self-confidence into the entire teaching process of ideological and political theory courses, it is necessary to achieve "four transformations" in terms of teaching objectives, teaching content, teaching process, and teaching reflection, which will fundamentally enhance students' cultural self-confidence and form the main spiritual power support. Cultivate students' independent individual character.

## 2. The Goal if Cultural Self-confidence Into the Teaching Transformation of the Ideological and Political Theories Teaching in All Courses Has Shifted from "Three-Dimensional Goals" to "Core Literacy"

Idea is the forerunner of action. The integration of cultural self-confidence into Ideological and Political Theories teaching in All Coursesteaching must first realize the transition from "three-dimensional goal" to "student core literacy" in the teaching goal. For a long time, the curriculum teaching goal has taken the "three-dimensional goal" as the quality standard for cultivating students, starting from the height of quality education, taking the three aspects of students' knowledge, abilities, emotional attitudes and values as a unified whole for human development. This breaks through the shortcomings of traditional curriculum goals that emphasize the "inculcation" of the knowledge system and ignore the students' inherent subjective development needs. However, in fact, there are still differences and practical difficulties in the understanding of the "three-dimensional goal" of curriculum teaching.

The new era of education and teaching concepts advocates, implements the fundamental task of Lide Shuren education, and develops students' core qualities and abilities. The integration of

cultural self-confidence into curriculum ideology and politics requires not only imparting knowledge and cultivating abilities, but also fully implementing the party's educational policy, guided by socialist core values, to promote the all-round development of each student, and to shape a healthy personality of the student. First of all, the past Ideological and Political Theories teaching in All Coursesteaching objectives focused on the transmission of knowledge objectives and a one-sided understanding of human development. Ideological and Political Theories teaching in All Coursesgoals should adhere to the people-oriented, the all-round development of students as the starting point, and always adhere to the educational philosophy of morality and cultivating people. Secondly, starting from the overall height of the development of the core literacy of students, the curriculum ideology is truly regarded as an educational activity to cultivate people, rather than a technical education process for accomplishing the task of "three-dimensional goals". Third, pay attention to the level of ideological and political teaching objectives of the curriculum. Close to students' reality, consider students' multi-level spiritual requirements, and according to students' different ideological levels, fully consider the close connection between Ideological and Political Theories teaching in All Coursesteaching goals and students' ideological actual conditions, and consider the possibility of students' acceptance.

### **3. Cultural Self-confidence Into the Teaching Transformation of the Ideological and Political Theories Teaching in All Courses Has Shifted from "Knowledge System" to "Value System"**

Under the guidance of the concept of Ideological and Political Theories teaching in All Coursesteaching objectives,Cultural self-confidenceis integrated into the Ideological and Political Theories teaching in All Coursesteaching content plan, from a "knowledge system" to a "value system". First of all, consider the constraints of integrating cultural self-confidence into Ideological and Political Theories teaching in All Coursesteaching. The drafting of the ideological and political subject teaching goal plan can neither follow the teacher's subjective wishes casually nor directly copy the requirements of the ideological and political curriculum standards, but is restricted and affected by many factors. Among them, three main factors must be considered, namely the objective requirements of the ideological and political curriculum standards, the Ideological and Political Theories teaching in All Coursestextbooks, the existing ideological and political quality of students and their development needs. Secondly, when drawing up the Ideological and Political Theories teaching in All Coursesteaching content plan, we must also pay attention to several specific requirements: First, be specific and clear. The statement of the ideological and political teaching content of the course must be clear and accurate, not abstract, empty and vague, to avoid ambiguity. Second, grasp the presupposition and generativeness. It is necessary to accurately grasp the requirements of content goals in teaching, and pay attention to the combination of the presupposition of result goals and the statement of procedural goals. Third, acceptability and feasibility. Whether the content of the ideological and political teaching of the course can be accepted is the key to Lide Shuren. Fourth, grasp the primary and secondary issues. The ideological and political teaching content of the course sets multiple goals for many problems, short-term or long-term, which requires weighing the priorities, distinguishing the priorities, and achieving them one by one through teaching and practical activities. In addition, on the basis of meeting the requirements of many aspects, it is possible to draw up several ideological and political subjects teaching target programs, and after comparison and screening, determine the best and best program.

#### **4. The Process of Cultural Self-confidence Into the Teaching Transformation of the Ideological and Political Theories Teaching in All Courses Has Shifted from "Teaching Skills" to "Students' Sense of Gain"**

Classroom teaching is the main channel and main position of curriculum ideology and politics. For a long time, the organization of classroom teaching has focused on teaching skills and ignored students' sense of gain. Therefore, the integration of cultural self-confidence into the whole process of Ideological and Political Theories teaching in All Courses needs to shift from "teaching skills" to "students' sense of acquisition", so that the integration of cultural self-confidence into teaching goals can truly transform into students' internal ideological and behavioral standards and development needs.

##### **4.1. Reasonable Selection of Cultural Self-confidence Curriculum Resources**

Teaching uses textbooks as a medium to act on students. The Ideological and Political Theories teaching in All Coursestextbooks are the main carrier for the integration of cultural self-confidence and the basic resources for students' learning. The effective transformation of cultural self-confidence into the Ideological and Political Theories teaching in All Coursesteaching objectives requires the development and use of teaching materials. It is required to understand and study the overall layout of the textbook and the logical structure of subject knowledge on the basis of grasping the curriculum objectives, grasp the status and tasks of the specific content of the subject textbook in the unit and the entire textbook, clarify the requirements of the curriculum standards, and highlight the teaching objectives of ideological and political subjects. The political and ideological nature of the school, the relationship between knowledge and ideology should be handled properly, starting from students' interests, abilities and needs, combining school reality and students' life experience, following the law of ideological and political education and the law of formation and development of students' ideological morality, and implement Implement the teaching goals of ideological and political subjects. Secondly, strengthen the comprehensive research of Ideological and Political Theories teaching in All Courseseducation resources. It is necessary to integrate and integrate the curriculum resources of other disciplines, actively develop and make good use of relevant knowledge in each discipline, and form an educational synergy. The current curriculum resources are very rich, and there are various ways and means to obtain them, but it will not automatically enter the teaching field. It requires teachers to play the main role, actively seek, recognize, select and use, and earnestly study and understand the objectives and content of the curriculum. Analyze the relationship between curriculum resources and the realization of ideological and political curriculum goals.

##### **4.2. Strengthen the Integration of Cultural Self-confidence and Knowledge with the World of Life**

The fundamental task of Ideological and Political Theories teaching in All Coursesteaching is human education, which is closely related to the real life world. Students' understanding and recognition of the systemic knowledge accumulated by their predecessors is based on their existing experience in the life world. As Dewey pointed out: "The school itself must be a social life, with all the meaning of social life." IfCultural self-confidenceis integrated into curriculum ideology and lack of experience and understanding of the life world, then the vitality of classroom teaching life will be lost. Returning to the world of life, first of all, change the original single knowledge standard of ideological and political courses. Strengthen the connection between ideological and political courses and the world of life, turn the classroom teaching of ideological and political courses into a window for students to explore social life, experience and perceive the power of ideological and political morality in social life, and promote students to become active subjects of moral education activities. Secondly, it promotes students' moral

life and the development of good personality. Based on the students' gradually expanding life, supported by subject knowledge, focusing on the development needs of students, embedding theoretical viewpoints in the themes of social life, and constructing an organic combination of subject knowledge and life phenomena, theoretical logic and life logic Course content to meet the different needs of students' all-round development.

### **4.3. Emotional Experience and Practical Links That Focus on Students' Cultural Self-confidence**

Emotional experience and practical links are the most important ways of moral learning. Cultural self-confidence is integrated into curriculum ideology and politics. Teachers should be good at using and creating rich educational situations to guide and help students through personal experience and insights, while gaining emotional experience, and improving their ability to practice morality. First of all, we must base ourselves on the goal of cultural self-confidence and knowledge, and pay attention to and respect the development needs of every student. Construct an ideological and political teaching classroom of equality, democracy and dialogue, pay attention to the all-round development of students' knowledge, abilities, and attitudes, promote teaching respect and meet the development of every student. Secondly, pay attention to the emotional life and emotional experience of students. The open and interactive teaching method and the cooperative inquiry learning method allow students to have positive emotional experience in the process of acquiring knowledge in the teaching process, making the classroom full of life and vitality and preventing classroom teaching "Human learning is empty." Third, pay attention to organically infiltrate people's attitudes and values into the classroom teaching practice, and consciously run through the entire teaching process, so as to cultivate students' rich emotions, positive attitudes to life, correct world outlook and values.

### **4.4. Guide Students to Actively Explore and Innovate, Learn, and Be Confident of A Culture**

The integration of cultural self-confidence into the Ideological and Political Theories teaching in All Courses should be based on the goals of the curriculum, combined with the actual situation of the local and school, and promote students to actively construct cultural self-confidence curriculum knowledge. Actively guide students to learn independently, think independently, and explore cooperatively, so that students can "discover" and construct knowledge through cooperation and sharing. The course of ideological and political teaching is not a static process, but a dynamic practice process that is constantly generated. Cultural self-confidence is integrated into the Ideological and Political Theories teaching in All Coursesteaching, combined with the actual situation, develop and select all available curriculum resources, build a democratic classroom teaching atmosphere, and provide students with enough freedom to choose space and opportunities for communication and expression. Through the observation, operation, and expression of classroom teaching The process of discussion, questioning, and inquiry promotes the transformation of students' original social life experience and the formation of new knowledge understanding, and promotes the substantial development and improvement of students' cognitive process and ideological and political morality.

## **5. The Effect of Cultural self-confidence into the Teaching Transformation of the Ideological and Political Theories teaching in All Courses has Shifted from "Teaching Evaluation" to "Teaching Reflection"**

Teaching activities are a kind of teaching wisdom process of "practice-reflection-re-practice". How to integrate cultural self-confidence into the Ideological and Political Theories teaching in All Courses requires reflection on teaching. Teaching reflection is that teachers conduct

comprehensive thinking and research activities based on situational classroom teaching practice to promote the formation of effective teaching goals. It can continuously improve the teaching effect and continuously revise and optimize the teaching goals through teaching postscripts or teaching essays, teaching narratives or lesson examples, and redesigning teaching. Whether cultural self-confidence is integrated into the curriculum, whether the goal of ideological and political teaching is achieved, and how effective the teaching is, this involves how to conduct teaching evaluation. The integration of Cultural self-confidence into Ideological and Political Theories teaching in All Courses teaching can be reflected not only through classroom listening, but also through teaching design, teaching material content integration, classroom teaching organization, and cooperation between teachers and students. Therefore, when Cultural self-confidence is integrated into Ideological and Political Theories teaching in All Courses teaching reflection, and from "teaching evaluation" to "teaching reflection", the key lies in awakening teachers to not only pay attention to the issue of how to teach, but also to pay attention to the issue of how students learn, and consider how to "Teaching" is transformed into a problem of "learning", thereby enhancing cultural self-confidence into the rational cognition of Ideological and Political Theories teaching in All Courses effectiveness, and continuously improving teachers' Ideological and Political Theories teaching in All Courses teaching ability.

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