

Research on the Dilemmas and Countermeasures of Local Cultural Resources in Cultivating Cultural Confidence in Universities—Taking Taizhou, Jiangsu as an Example

Wenyi Xi, Yuxia Xi*, Yinuo Ma, Xinyi Pu, Xinyu Su, Xinxin Li, Peilin Liu

School of Humanities, Taizhou University, Taizhou, China

469912722@qq.com

**Corresponding author*

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Abstract: In the context of the new era, the importance of local cultural resources in cultivating cultural confidence among college students is becoming increasingly significant. When Taizhou universities utilize local cultural resources to cultivate cultural confidence among college students, there are problems such as insufficient local cultural characteristics, weak cognitive awareness, insufficient publicity efforts, and difficulty in integrating into daily teaching systems. In response to these issues, universities should fully tap into the advantages of local cultural resources and highlight local cultural characteristics; Universities should strengthen local cultural education and research, and form a cultural confidence cultivation model with local characteristics; Universities should promote through various channels such as campus media and cultural activities to enhance the sense of identification and pride of teachers and students towards local culture; Universities should optimize the curriculum system, innovate teaching methods, and enrich the forms and contents of cultural confidence cultivation. Through the implementation of these measures, the effectiveness of cultivating cultural confidence in universities can be effectively improved, laying a solid foundation for cultivating talents with high cultural confidence in the new era.

1. Introduction

Cultural confidence is the full affirmation and active practice of a country or a nation's own cultural values. In order to enhance the cultural confidence of college students in the new era and assist universities in cultivating excellent and high-quality talents, the team takes the Taizhou region as an example. Through research and field visits, we continuously explore cultural resources with unique local characteristics, showcase the beauty of Taizhou's local culture, promote the organic integration of local cultural resources and university education, and explore the role of Taizhou's local cultural resources in cultivating college students' cultural confidence.

2. The dilemma faced by local cultural resources in Taizhou in cultivating cultural confidence in universities

2.1 Insufficient highlighting of regional characteristics in cultural industries

Taizhou is a cultural city with a history of over two thousand years. The historical and cultural heritage of Taizhou is profound, but the current regional characteristics of Taizhou's cultural industry are not clear enough, to the extent that many people only know its existence and do not know its details; Only knowing the person, not knowing the matter; I only know its name, but I don't know its location.

There is a Confucian worship temple in Taizhou, which is used to worship Wang Gen, the founder of the Taizhou School. Wang Gen once devoted himself to studying under Wang Yangming's tutelage, and later switched to academic pursuits, establishing the Taizhou School of thought that inherited Yangming's philosophy. However, as time passed, people gradually forgot about the famous Taizhou School, and even in Taizhou, apart from researchers of the Taizhou School, few people knew about Wang Gen and the Taizhou School. Local culture cannot be separated from food. Mr. Xie Bomin once praised Taizhou morning tea as "stunning in flavor, with a refreshing aroma that can be enjoyed quickly." When it comes to morning tea culture, Huaiyang morning tea represented by Yangzhou and Cantonese morning tea represented by Guangdong often have more popularity and influence. Taizhou morning tea culture has not developed a representative brand that can stand out. In this regard, Taizhou can learn from the neighboring cities of Yangzhou, such as "Yechun" and "Fuchun", and first gather the strength of the whole city, combined with local scenic spots or historical figures in Taizhou, to carefully create one or two main brands, gradually forming a brand effect and highlighting local cultural characteristics.

2.2 Weak awareness of the main body of inheriting local cultural resources

Regional culture is a subculture formed in a region under certain natural environment, specific historical background, and unique cultural accumulation, which contains the unique spiritual value of the Chinese nation. However, many excellent regional cultures are being forgotten by people. How to protect, inherit, and develop these regional cultures is an important task before us.

Local universities, as the "cultural highlands" of the region, have obvious advantages in regional cultural inheritance and can become the main battlefield for regional cultural inheritance. However, after investigation, it was found that in the process of inheriting and developing local culture, universities have not been able to exert their subjectivity, and students in Taizhou universities know very little about regional culture. The reason for this is that firstly, higher education focuses mainly on imparting theoretical knowledge, and there is a lack of organic integration between regional cultural characteristics and teaching content. The local culture of Taizhou is indeed excellent and rich, but in the eyes of college students, they are not closely related to their professional courses, so they are unwilling to actively learn, inherit, and develop. Secondly, there are deviations in educational concepts and weak cultural inheritance awareness among teachers. For some teachers, local culture is not closely related to their curriculum content. In order to better complete their teaching tasks, they generally do not engage in discussions or exchanges with students on topics related to local culture in the classroom. It can be seen that universities have an unshirkable responsibility to explore, promote, inherit, and develop regional cultural resources.

2.3 Insufficient promotion of local cultural resources in universities

The inadequate promotion of local culture within universities is currently a major problem facing

the development of regional culture. Taking Taizhou University as an example, the school has publicized regional culture on network platforms such as Tiktok, but the results are not satisfactory. On the one hand, because the promotional content lacks attractiveness, the form is relatively single, and lacks novelty. For example, "riding on hot topics". Recently, the popular "if you want to write xx, you can't just write xx" on the internet has become tiresome for college students. However, college copywriters directly copy it, accompanied by ordinary pictures or videos, and forcefully play "if you want to write Taizhou, you can't just write Taizhou", which undoubtedly lacks appeal for students. On the other hand, it is also related to a single promotional channel. In the Internet era, college students can quickly adapt to the network environment such as new media, and are also accustomed to the spread of new media information. College students are easily influenced by a lot of negative and false information when facing massive amounts of information, causing difficulties in promoting regional culture in universities.

Based on this, universities should not be limited to online platforms when promoting local culture, but can also guide college students to experience the beauty of local culture in Taizhou on the spot. For example, organizing students to visit scenic spots such as Meiyuan, Old Street, and Wanghai Tower in their spare time allows students to feel relaxed and happy both physically and mentally in an immersive cultural experience.

2.4 Difficulty in integrating local cultural resources into daily teaching in universities

Regional culture is a carrier of local spirit and emotions, and is the most distinctive manifestation of local characteristics and individuality.

Local cultural education is often overlooked in the daily learning of students. This is somewhat related to the setting of professional courses in universities and the teaching methods of teachers. The curriculum is generally focused on professional knowledge, and there are few targeted local cultural courses, which is not conducive to the inheritance and development of local culture among college students. In terms of teaching methods, some teachers simply copy the textbook and occasionally expand their knowledge, which is not closely related to culture, let alone unique regional culture. Similarly, local cultural education should not only focus on imparting knowledge, but teachers should choose appropriate methods based on the situation of students in classroom teaching. Interactive activities can also be added in classroom teaching, using diverse teaching methods to inspire students, guiding them to perceive and deeply think about the connotation of local culture and its contemporary value.

It is necessary for universities to offer more elective courses related to regional culture, and encourage teachers to actively integrate regional culture into the teaching of professional courses, linking professional knowledge points with local culture. Only in this way can students perceive the charm of local culture more intuitively and enhance their sense of local cultural identity.

3. Strategies for the excavation and utilization of local cultural resources in Taizhou during the cultivation of cultural confidence in universities

3.1 Strengthen the construction of regional cultural brands and enhance the freshness of regional culture in the cultural industry

Taizhou is known as the "ancient county of Han and Tang dynasties, a famous area in Huaihai", with rich historical and cultural resources, such as traditional opera, handicrafts, folk activities, etc. By deeply exploring and organizing these resources, a cultural brand with Taizhou characteristics can be formed. For example, traditional opera in Taizhou can be modernized, adapted, and promoted to make more people understand and love it. The traditional Chinese opera culture in

Taizhou is also renowned throughout the country. Taizhou has three villages of traditional Chinese opera, where the "three families" refer to Mei Lanfang's Peking Opera, Kong Shangren's Peach Blossom Fan Kunqu Opera, and Liu Jingtong's storytelling. The Taizhou Mei Lanfang Art Festival is one of the most representative and influential theatrical festivals in China. As a representative cultural heritage of Taizhou, Taizhou's traditional Chinese opera culture has important value for exploration^[1]. Taizhou cultural tourism and other related units can rely on these highly distinctive local cultures, inherit traditional culture, combine modern aesthetics and market demand, and carry out cultural innovation. By developing new cultural products and creating new cultural projects, a cultural brand with regional characteristics of Taizhou will be formed. For example, the Mei Lanfang Memorial Hall, taking advantage of the wave of the Mei Lanfang Art Festival, has launched a series of cultural and creative products rich in Chinese theatrical elements, such as folding fans and facial masks. At the same time, it can launch DIY activities, allowing tourists to actually participate in the production of folding fans and facial masks, strengthen cultural and human interaction, build brands, and drive the development of the cultural industry with brand effects.

The cultural industry is an important carrier for the construction of regional cultural brands. The construction of regional cultural brands in Taizhou requires the joint efforts of the government, enterprises, and all sectors of society to promote the development of Taizhou's cultural industry through supporting cultural enterprises, cultivating cultural industry talents, and optimizing the cultural industry environment. At the same time, the construction of regional cultural brands in Taizhou should engage in cultural exchanges and cooperation with surrounding areas to jointly build regional cultural brands. By organizing cross regional cultural activities and exhibitions, we aim to strengthen cultural exchange and cooperation between Taizhou and surrounding areas, form a cultural synergy, and enhance the regional influence of Taizhou culture.

3.2 Strengthen local cultural education and research, and enhance the sense of identification of universities with the inheritance of local culture

Universities are important places for the dissemination and development of local culture. Local traditional culture plays an important role in cultivating cultural confidence and enhancing cultural literacy among contemporary college students. However, many universities currently do not offer mandatory courses related to local excellent traditional culture, which leads to students having a very shallow understanding of the traditional culture in their respective regions, which is a common problem in current universities^[2]. Universities can incorporate local cultural courses into their curriculum system, enabling students to understand the history, art, traditions, and other aspects of local culture through systematic teaching, thereby enhancing their understanding of local culture. At the same time, universities can also establish specialized local cultural research institutions to gather research forces from both inside and outside the school, conduct in-depth research on local culture, and explore its intrinsic value.

Universities should also provide local cultural education and training for teachers to enhance their understanding and awareness of local culture, so that they can better convey the value of local culture in their teaching. Universities should always pay attention to the cultural needs of college students and organize various cultural activities that are in line with their daily lives and full of youthful vitality, such as designing local cultural and creative products, adapting local opera scripts, bringing morning tea culture to campus, and experiencing intangible cultural heritage. At the same time, attention should also be paid to the combination of local culture and professional learning. Experts and scholars can be invited to hold symposiums, academic seminars, and other activities, so that students can feel the unique charm of local culture in a strong cultural atmosphere, and help young college students deeply understand the essence of excellent traditional local culture^[3].

In addition, universities should make full use of modern resources, such as online courses and education, to build local cultural learning platforms and provide students with space for independent

learning and communication. At present, the Internet media in China is developing rapidly. The use of emerging Internet media for cultural propaganda has largely adapted to the daily life of modern college students. College students are more likely to accept and participate in it, thus more effectively promoting the inheritance and development of local culture.

3.3 Utilize multiple channels such as campus media and cultural activities to promote and enhance the awareness of local culture among teachers and students

Local culture carries rich historical and cultural heritage, which is of great significance for the inheritance of traditional culture.

For the promotion of local culture, universities can regularly broadcast programs about local culture through campus broadcasting, such as local historical stories, folk legends, traditional music, etc., so that teachers and students can also feel the atmosphere of local culture during breaks or leisure time; Universities can use social media platforms such as microblog and WeChat official account to publish relevant content of local culture, interact with teachers and students, and improve the communication effect of local culture. Universities can also invite local cultural experts or scholars to give lectures, hold local cultural themed exhibitions, and organize teachers and students to participate in local cultural research and practical projects, effectively improving their understanding and recognition of local culture, promoting the inheritance and development of local culture, and injecting new vitality into campus cultural construction.

The local characteristic resource library is an important carrier and manifestation of local culture. The local characteristic resource library is based on local literature, showcasing the current development status and historical changes of the natural and social environment in the region, and maximizing the preservation and restoration of the local cultural geography, customs, and historical landscape^[4]. As an important storage center for local literature, public libraries can collaborate with university libraries to jointly organize activities such as book festivals, enhance cultural connections between students and the local area, and help students better understand the connotation of local culture.

To achieve good publicity and promotion effects, universities should not only make good use of their own platforms, but also fully leverage the advantages of integrated media, create a good public opinion atmosphere, and guide students to pay attention to and be enthusiastic about local culture^[5]. On the one hand, universities can create a series of brands, pay attention to form and content innovation, improve reach rates, and expand the scope of influence; On the other hand, universities can rely on good cooperative relationships between universities to further expand publicity and promotion channels, do a good job in bridging cultural communication, carry out joint activities in multiple places, and achieve joint interaction of multiple local cultures. As an important component of Chinese culture, local culture not only inherits and develops, but also promotes the continuous innovation and development of Chinese culture.

3.4 Optimize curriculum design, reform teaching methods, and promote the organic integration of local cultural resources and university teaching

Classroom teaching in universities should be based on the premise of focusing on educational goals, with a precise grasp of connotation as the key, and with the aim of improving students' cultural literacy. The setting of teaching objectives for teachers should not be limited to fraction theory, but should focus on moral, intellectual, physical, artistic, and labor education, while improving students' physical fitness, expression ability, and aesthetic ability. Teaching should be used as a platform for humanistic literacy, guiding students to understand and create life.

The second classroom education supplements and continues classroom education with its advantages of diverse forms, rich content, flexible time, and relaxed atmosphere. When universities revise their professional talent training programs, they should conduct innovative research on the

second classroom, and offer specialized elective courses or series of lectures based on the characteristics of local culture, so that students can have a deeper understanding and study of local culture, and achieve the expansion and integration of local culture. Universities can also use their spare time to organize students to conduct on-site inspections, research and other activities, allowing them to personally experience the charm of local culture and enhance their understanding and understanding of local culture. Teachers can also incorporate local cultural content, such as history, art, and folk customs, into existing curriculum teaching, so that students can have access to rich local cultural resources during the learning process. In terms of teaching methods, teachers can adopt interactive teaching methods such as group discussions and role-playing to stimulate students' interest in learning and improve teaching effectiveness.

Universities should strengthen cooperation with local governments, cultural institutions, etc., jointly develop local cultural resources, establish a local cultural teaching resource library, and provide rich materials and cases for teaching. Inviting local cultural experts to campus, holding lectures and workshops for students can not only enrich their extracurricular life, but also help students better understand and identify with local culture, promote the organic integration of local cultural resources and university teaching, and promote the inheritance and further development of local culture.

4. Conclusion

As an important component of the excellent traditional culture of the Chinese nation, local cultural resources have irreplaceable value in cultivating cultural confidence in universities. With the high attention paid by the country to cultural confidence and the rapid development of the cultural industry, the role of local cultural resources in cultivating cultural confidence in universities will become more prominent. Therefore, local universities should continuously summarize their experiences and innovate methods, deeply explore and effectively utilize local cultural resources, provide students with richer and more diverse cultural confidence cultivation experiences, promote the in-depth development of cultural confidence cultivation in universities, and make positive contributions to the inheritance and promotion of China's outstanding traditional culture.

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