

# EXPLORATION OF CULTURAL SELF-CONSCIOUSNESS AND CULTURAL CONFIDENCE IN TEACHING FROM THE PERSPECTIVE OF TRADITIONAL CHINESE CULTURE

Rongzheng Wu\* Shanshan He Qiao Yang

Department of Mathematics, College of Science, Yanbian University, Yanji 133002, CHINA

E-mail: 1923470502@qq.com

## ABSTRACT

As the global landscape continues to change, competition in cultural soft power between countries intensifies. China faces new challenges in cultural construction. During the convergence of "Two Centenary Goals," it is crucial to promote traditional Chinese culture, boost the cultural confidence and national pride of the Chinese people. Cultural self-consciousness and cultural confidence have a significant impact on enterprises and nations, deriving from Chinese traditional culture. They are essential factors both for the present and guiding future development. This article aims to raise awareness of the importance of cultural self-consciousness and cultural confidence, increase the emphasis on cultural education, and encourage teachers to discover and apply cultural elements in specific practices, thus advancing China's education system and nurturing well-rounded talents for the nation.

**Keywords:** Cultural self-consciousness, Cultural confidence, Subject teaching.

## I. Research Background

In the report of the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping historically emphasized the importance of "promoting cultural self-confidence and striving to create a new era of socialist culture." This statement underscores the significance of cultural self-confidence in achieving the great rejuvenation of the Chinese nation. In the context of achieving Chinese-style modernization, talent cultivation is crucial, emphasizing the need for talents to align their aspirations with the development of their homeland and the era. Cultural self-confidence, as an essential part of the "Four Confidences," reflects a strong belief in the bright prospects of spiritual civilization development and is a necessary conviction for talents in the process of realizing Chinese-style modernization. In the new era of socialism with Chinese characteristics, the connection between traditional and modern culture becomes even more critical, with a more intense clash between Eastern and Western cultures. General Secretary Xi Jinping stressed that "without a high degree of cultural confidence and the prosperity and flourishing of culture, there is no great rejuvenation of the Chinese nation." Therefore, in the new journey of achieving the great rejuvenation of the Chinese nation through Chinese-style modernization, cultural self-confidence is a prerequisite for talent cultivation, providing solid support for the development of spiritual civilization and the sustainable momentum of the nation's great rejuvenation.

## II. Research Significance

In light of the changing times, education has garnered increasing attention. Among various subjects in high school, mathematics plays a vital role, serving as the

foundation for other disciplines, akin to the cornerstone of a building. Mathematics is indispensable and widely applicable, underpinning the foundation of all other subjects. High school mathematics education aligns with ideological and political education (referred to as "thought-political education"), and their learning patterns are highly similar. Learning, as in philosophy, is an iterative process that involves learning and applying. Through this process, students' intrinsic value and cultural awareness grow, their experiences accumulate, and their horizons expand. Deeply studying the theory of socialist education with Chinese characteristics contributes to implementing the strategy of revitalizing the country through science and education. Just as with mathematics, cultural self-consciousness and cultural confidence are not unidirectional processes. Students receiving education will judge and analyze the information they receive, forming their views on various matters based on their knowledge and perceptions, thereby affecting the formation of their outlook on life and the world. Thought-political education, especially in the context of mathematics classes in high school, is a crucial part of instilling cultural self-consciousness and cultural confidence.

### **III. Current Research on Cultural Self-consciousness and Cultural Confidence**

Firstly, cultural confidence is a dynamic and proactive mindset with significant contemporary significance and value. To cultivate cultural confidence, it is essential to emphasize China's unique characteristics and distinctive style in culture, fostering a continuous, confident attitude toward cultural development. Cultural confidence must stem from a deep understanding of Chinese culture's historical roots, development trajectory, essential characteristics, and unique values. It must affirm the cultural value of China and serve as a solid foundation for cultural self-consciousness and values. Furthermore, cultural confidence plays a pivotal role in various aspects, such as national development, social progress, and individual values. Therefore, there is a need to increase the focus on cultivating cultural confidence. Researchers have emphasized the contemporary significance of cultural confidence, highlighting its importance for national development, social progress, and individual growth.

### **IV. Definition of Related Concepts**

(1) Cultural Confidence: From the perspective of cultural confidence's connotation, there is a consensus in academia that it involves a country, a nation, or a political party fully affirming its own culture and maintaining a strong belief in its cultural vitality. Cultural confidence is based on deep appreciation of Chinese culture's history, development trends, and fundamental directions. It involves recognizing the unique creations, value concepts, and distinct characteristics of Chinese culture, thereby enhancing cultural self-assuredness and confidence. In the context of globalization and the deepening of economic globalization and other forms of globalization, it is crucial to cultivate cultural self-confidence fully.

(2) Cultural Self-awareness: In different domains, cultural self-awareness may vary. In the field of ideological and political research, some scholars consider cultural self-awareness to be the practice of internalizing and identifying with core values. Others see it as a concrete understanding of the objective recognition of the development and evolution of one's own culture and the inherent connection between external and internal cultural elements. In recent years, as Chinese national culture has experienced rapid development and foreign cultures have gained popularity in China, there has been an influx of foreign culture, particularly among the youth,

with the K-wave culture's impact. This requires people to have a more nuanced understanding of cultural self-awareness and to develop a deeper awareness of their culture.

## **V. Cultivating Cultural Consciousness and Cultural Confidence in Teaching Practice**

Cultural consciousness is the awareness and awakening of a nation, a country, and a political party to culture. It is a vital source of motivation driving national development. To continuously infuse cultural consciousness into teaching practices, it is essential to better convey traditional Chinese culture in the classroom, thereby increasing students' national pride and confidence in their country's culture. Students are the carriers, inheritors, and innovators of culture. Cultivating students' cultural consciousness is crucial to enhancing the nation's cultural soft power and promoting the comprehensive development of students. Therefore, in the new era, cultivating students' cultural consciousness takes on new significance, primarily in terms of cultural innovation and cultural identity.

Integrating cultural consciousness into the mathematics classroom does not mean merely introducing traditional culture into the curriculum. Surface-level explanations are insufficient to help students truly comprehend its essence. To reflect the logic of mathematics in the classroom and stimulate students' thinking, it is necessary to combine traditional culture, social life, and the knowledge being taught. In the information age, adolescents can access cultural influences from around the world through the internet. As their ability to filter external information is not yet mature, their beliefs and values are susceptible to negative cultural influences. Therefore, it is essential to explore the elements of cultural consciousness and their integration with the curriculum, followed by a deep exploration of these elements within the context of the mathematics classroom. This approach helps improve students' moral character, fosters cultural confidence, and encourages them to learn and uphold outstanding traditional Chinese culture. Setting examples in life, learning from their virtues, establishing correct ideals and beliefs, creating a positive class atmosphere, and promoting the spirit of the times are all ways to showcase the spirit of the era.

In the teaching process, instilling patriotism and ideal beliefs effectively stirs students' patriotic emotions and fulfills the goal of nurturing individuals. For example, the mathematician Hua Luogeng, shortly after the founding of the People's Republic of China, gave up lucrative opportunities abroad and chose to return to his homeland. On his journey, he wrote an open letter to all Chinese students studying in the United States, which contained the line, "Though the garden of Liang Yuan is beautiful, it is not my permanent home; I am returning home." This letter revealed his genuine patriotism. Sharing such stories of mathematicians with strong patriotic spirit can not only spark students' interest but also instill humanistic awareness, evoke patriotic sentiments, and enhance a sense of responsibility and duty.

To develop cultural consciousness, it is essential to first enhance cultural identity, as it forms the foundation for cultural consciousness. To achieve cultural consciousness, one must have a strong cultural identity. Cultural consciousness is a rational understanding formed based on a sufficient awareness of culture; it constitutes an essential part of one's spiritual world. The culture exhibited by

students incorporates the essence of past cultures and contemporary characteristics. In the complex context of this era, cultural consciousness relies on cultural identity. After establishing the foundation and prerequisites for cultural consciousness, cultural innovation becomes the primary manifestation of cultural consciousness.

## **VI. Building Cultural Confidence in Practice**

Cultural confidence is a nation's, a country's, and a political party's affirmation and confidence in culture and its future development. To truly achieve cultural consciousness and enhance our country's cultural soft power, fostering cultural confidence is a necessary step. Chinese culture, with its five-thousand-year history, has accumulated many traditional cultural elements with Chinese characteristics. In the present era, the enhancement of cultural confidence is a key expression of cultural consciousness. Strengthening cultural exchanges is a condition for increasing cultural confidence. By observing and contrasting cultures from various countries and regions, it becomes possible to elevate cultural confidence. It is essential to reinforce cultural exchanges between different countries and ethnic groups, draw beneficial elements from foreign cultures, and avoid treating foreign cultures with extreme and narrow nationalism. Cultural confidence and cultural innovation have a reciprocal relationship. To strengthen cultural confidence, it is necessary to draw experience from cultural innovation and continually promote the development of our country's cultural endeavors. This ensures that Chinese culture is more widely disseminated and enhances the cultural confidence of the Chinese people. This is also a requirement for culture to keep pace with the times and adapt to the development of the era. Simultaneously, the cultural forms and content generated through cultural innovation, which are more readily accepted by the masses, should continuously meet the growing cultural needs of the people. This is a crucial way to enhance the cultural confidence of the entire population while promoting comprehensive development.

In the teaching process, there is often an emphasis on enhancing students' cultural confidence. In reality, culture is omnipresent in teaching. China has a rich history spanning over five thousand years. In the mathematics curriculum, by gaining an understanding of history, students can cultivate their patriotic emotions and national pride. They can also enhance their cultural confidence. For example, in the 8th-grade mathematics textbook published by the People's Education Press, the 17th chapter introduces the Pythagorean theorem using the emblem of the International Congress of Mathematicians held in Beijing in 2022. It explains the origins of the terms "hypotenuse," "adjacent," and "opposite" sides of a right triangle. The text references a historical statement from the book "Zhou Bi Suan Jing" to further explain the Pythagorean theorem. Through in-depth explanations by teachers in the classroom, students gain a deeper understanding of mathematical culture. They go beyond the material presented in the textbook and develop a new appreciation for the history of mathematics, learning about the achievements of ancient Chinese mathematicians.

Ancient China had many accomplished mathematicians. When teaching rational numbers, it is important to understand that China was the first to use negative numbers. When discussing regular polygons, it is worth examining the Chinese mathematician Liu Hui's method of inscribing a circle, known as "liu hui's cut"..... In middle school mathematics classes, continuously educating students about the

history of mathematics allows them to form a clearer understanding of China's mathematical history. This helps students learn more about mathematics and culture, feel the charm of mathematics with their hearts and minds, and gain confidence in Chinese mathematics and their nation.

In the information age, adolescents can be influenced by negative cultures as they have access to cultural impacts from around the world through the internet. As they are still developing their ability to filter external information, their thoughts and beliefs are easily corroded by negative cultures. Therefore, starting from the curriculum, educators need to explore where ethical and cultural elements can be integrated into the course. Subsequently, within the context of the mathematics classroom, they should dig deep to improve the moral character of adolescents, enhance cultural confidence, guide students in learning and preserving outstanding traditional Chinese culture, set examples in life, learn from positive qualities, establish correct ideals and beliefs, promote a positive class atmosphere, and showcase the spirit of the era.

## VII. Conclusion

In the perspective of traditional Chinese culture, cultural consciousness and cultural confidence are both crucial in teaching, as they are closely related to the nation's future development potential and reflect the essential embodiment of the nation's cultural soft power. Infusing cultural consciousness and cultural confidence into teaching can improve students' mathematical thinking, shape their correct values, teach them to embrace ideals, enhance their cultural confidence, ignite their patriotic enthusiasm, and encourage them to engage in national affairs. As Lenin said, "Impetuosity and recklessness are most harmful in matters of culture." Similarly, the cultivation of cultural consciousness and cultural confidence is a long-term process that should gradually enhance cultural consciousness, promote increased cultural exchanges, and strengthen cultural confidence.

**Remark:** \*Corresponding author: Rongzheng Wu E-mail: 1923470502@qq.com

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## 中国传统文化视域下文化自觉和文化自信在教学中的探究

吴嵘峥\* 姜珊珊 杨俏

(延边大学理学院学科教学(数学)吉林 延吉 133002 中国 E-mail: 1923470502@qq.com)

**摘要:** 随着世界大格局的不断变化,各个国家之间的文化软实力竞争就变得更加激烈。我们国家也随之面临着文化建设的新问题。“两个一百年”的交汇之际,我们更要大力弘扬中华优秀传统文化,提高全国人民的文化信心和民族自豪感。文化自信和文化自觉对一个企业乃至一个国家都有着重大的影响,文化自信来源于中国传统文化,它既是面向现在的也是指引未来发展的一个重要因素。希望本文借此机会能够让更多的人去了解文化自觉和文化自信的重要,提高人们对文化教育的重视,以及教师们对文化元素的发掘并运用到具体的实践中。让中国的教育事业更上一层楼,为国家培养德才兼备的后备力量。

**关键词:** 文化自觉;文化自信;学科教学;

### 一、研究背景

习近平总书记在党的二十大报告中历史性地提出了“推进文化自信自强,铸就社会主义文化新辉煌。”这一论断,充分彰显出文化自信自强在实现中华民族伟大复兴中的重要意义。中国式现代化的千秋伟业,关键在人。党的二十大报告指出,“强化现代化建设人才支撑;坚持为党育人、为国育才。”这就要求,中国式现代化的人才培育,必须引导人才与祖国发展同心同向、与时代同频共振。文化自信作为“四个自信”中的重要内容,体现了对精神文明发展光明前途的坚定信念,是实现中国式现代化过程中人才所必须坚定的信念。中国特色社会主义进入新时代后,传统文化与现代文化的联系更加紧密,东方文化与西方文化的碰撞更加激烈,习近平总书记提出,“没有高度的文化自信,没有文化的繁荣兴盛,就没有中华民族伟大复兴。”因而在以中国式现代化实现中华民族伟大复兴的新征程中,如果没有文化自信作为人才培育的要求,就无法为精神文明的发展提供坚实力量,无法为中华民族伟大复兴的发展注入持续的精神动力。价值观的变化往往与政治、经济、文化等时代因素紧密相关,因而不同时代需要不同的价值观教育。当前的中国正处于转型与调整的关键时期,人们普遍陷入享受社会福利与经社会转型阵痛的矛盾之中。具体体现为,一方面个人对自由度的需要有所增加,然而国家在特殊情况下又会限制个人自由;另一方面,新旧价值体系没有实现完全的转换,人们往往在选择中陷入困境。改革开放以来,竞争价值观逐步得到了人们的重视,但是道德价值观往往被忽略,使得某些个体为了追求个人的成功而危害他人利益,乃至给社会利益造成巨大的损害。“青少年时期是价值观从最初萌芽和初步形成到逐步稳定的关键时期。”对高中生进行文化自信培育,可以使其在中华优秀传统文化学习中汲取营养,进一步培育正确的道德观和价值观,学会正确看待社会转型中的各种复杂文化现象,同时摒弃不良思想对他们的精神腐蚀,为成为有理想、敢担当、能吃苦、肯奋斗的新时代好青年做好价值观上的准备。

根据人们对国家重大会议的关注度不难总结出,“文化”一词是频繁出现在各大会议里的。党的十七届六中全会提出要“培养高度的文化自觉和文化自信”,建设社会主义文化强国的奋斗目标之后,党的十八大报告又再次强调“我们一定要坚持社会主义先进文化的前进方向,树立高度的文化自觉和文化自信,向着建设社会主义强国宏伟目标阔步前进”。<sup>[1]</sup>文化自觉既是一种观念也是一种实践的过程。文化自觉中渗透着文化自信,同时文化自信中又渗透着文化自觉。在当代中国传统文化的视域下对数学学科教学中的文化自觉和文化自信的培养就成为了一个十分有意义的话题。那么接下来就从几方面来探讨一下此话题。

### 二、研究意义

随之时代的发展,教育得到了越来越大的重视。在中学数学的众多课程中,数学在其中起着很重要的作用,就好比楼房的地基一样,必须是十分牢固的,也是必不可少的,他撑起了各个学科的基础,也运用十分广泛。中学数学与思政教育,他们两个的学习规律是极其相似的。在学习的过程中就好像哲学里的实践论,学习就是学习运用在学习在运用正如哲学中认识到实践在

认识再实践一样，都是一个循环往复的一个过程。自身的价值和都会得到增长，自身的经验也会得到不断地积累，也能不断拓宽自己的视野。深入研究中国特色社会主义教育理论体系，有利于实施科教兴国战略。文化自觉和文化自信，他和数学的教育一样，他们都不是一个单向传递的过程，学生受到教育，他们的身头脑会对他们接收到的信息进行判断并分析，从而形成学生对事情的看法。根据自己所学的知识以及对事物的认知，进而影响学生人生观和世界观的形成。在中学数学的课堂教学中，去渗透去融入思政教育是不可或缺的一部分。同时培养学生文化自觉和文化自信的一个主要途径也是在教学课堂上，尤其是在一些基础课的课堂上。

中学数学课堂与思政教育是符合这一时期学生的需求和认知的。在中学阶段的学生，都是正处于青春期的孩子，都还在自己的叛逆期，他们的身心是处在一个发育的关键时期。但是这一时期，是人生的关键，是成长的重心。在这个阶段每个学生都如同一张白纸，他们正在去形成自己的世界观人生观和价值观，所以在这一时期正式思想政治培养的好时期，也是他们自身所需要的时期，从而对世界有客观的认识，对事物有自己的评价，对符合自己内心的正确客观事物接受认可，对不符合自己内心的事物摒弃拒绝。在数学领域中，对就是对，错就是错他是一个很客观的学科。这一点与思政教育十分相同。学生通过思政教育形成自己的世界观，人生观和价值观，就他们而言，对错的行为都能进行自我判断，对就是对错就是错。因此，将文化自觉和文化自信融入中学数学课堂当中是大势所趋，这样能够让学生形成良好的科学的数学思维的同时去形成正确的世界观，人生观和价值观。在这个十分重要的时期，去实现教育的最终目标立德树人。

### 三、关于关于文化自觉和文化自信培的研究现状

首先，文化自信是一种动态发展的积极进取的时代心态，具有重要的时代意义和价值。

要培育文化自信，就要体现中国所独有的特色和中国所具有的独特气派，培育出源源不断的自强不息的文化建设心态。云杉在《文化自觉文化自信文化自强——

对繁荣发展中国特色社会主义文化的思考》曾指出“文化自信是一个国家、一个民族、一个政党对自身文化价值的充分肯定，对自身文化生命力的坚定信念。”<sup>[2]</sup>在当代，文化自信对国家发展、社会进步和个人价值等方面都有着积极意义，因而必须提高对文化自信培育的重视程度。侯惠勤在《坚定文化自信的理论自觉——

访中国社会科学院大学特聘教授侯惠勤》曾提出文化自信所具有的时代意义，“文化自信的马克思主义力量不在于独辟蹊径，而在于回答时代给予的课题和回答人类先进思想所提出的问题，着重在于解决人类在发展探索中所遇到的问题，以此促进人类文化的进步。”<sup>[3]</sup>刘林涛则侧重于文化自信对于中华民族发展的价值，他在《文化自信的概念、本质特征及其当代价值》中提到，“文化自信是增强中华民族软实力的源泉和动力，是应对世界异质文化冲突与融合的心理支撑，是实现中华民族伟大复兴的精神支柱。”<sup>[4]</sup>文化自信培育的价值不仅体现在促进国家、民族的发展，对思想政治教育的发展也具有重要意义，段海超在《文化自觉和文化自信的培育与思想政治教育发展向度》中表示，“需要将培养高度的文化自觉和文化自信作为当前思想政治教育发展的战略考量，形成思想政治教育的文化力，并使之成为思想政治教育未来发展的新动力。”<sup>[5]</sup>文化自信培育对于当代青年的个人发展也有着积极导向，侯文华在《新时代青年文化自信的培育路径探析》中曾对其作过阐述，认为“青年一代唯有真正树立起文化自信，才能在实现中国梦的生动实践中放飞青春梦想。”<sup>[6]</sup>以上学者对于文化自信的研究，从不同角度体现了文化自信的当代价值，凸显出了文化自信培育的重要性。

### 四、相关概念界定

#### （一）文化自信

从文化自信的内涵来看，目前学术界对其形成的统一认识是：一个国家、一个民族、一个政党对自身文化的充分肯定，对自身文化生命力的坚定信念。习近平总书记最早提出文化自信是在2014年中共中央政治局第十三次集体学习时，他认为“要讲清楚中华优秀传统文化的历史渊源、发展脉络、基本走向，讲清楚中华文化的独特创造、价值理念、鲜明特色，增强文化自信和价值观自信。”由此可见，文化自信并不单单是文化与自信的简单加总，文化自信必须建立在对中华文化的深刻感悟中，需要在根源上把握文化历史，在内涵上把握文化内容，在发展上把握文化方向，辨明文化的独特价值，并最终坚定立场，形成自信。亨廷顿曾在《

文明的冲突与世界秩序的重建》中将国家的软实力和硬实力进行对比，他认为民族文化和民族意识形态的吸引力，离不开文化软实力的构建。而对于具体的国家和民族而言，文化自信是软实力的重要内容之一。从文化自信的特征来看，主体性、指向性、包容性是其重要特征。首先，主体性是文化自信的首要特征，因为“文化自信是文化主体（主要指人）对身处其中作为客体的文化，通过对对象性活动所形成的对自身文化确信和肯定的稳定心理特征。”人作为社会实践的主体，在改造客观世界这一对象的过程中，也离不开对自身主观世界积极能动的改造，从而形成自己对于文化世界的主体性认识。从这个角度看，人既是文化的主体，也是文化的目的。随着社会的不断发展，人的实践能力不断提高，对于文化的需求也会不断提升。由此来看，文化自信是人这一主体对客体文化通过实践活动而形成的一种文化接纳和肯定。

## （二）文化自觉

在内涵上，各个领域存在不同的文化自觉认识，而同一领域的文化自觉认识也存在一定差异。其中，思想政治研究领域的部分学者将文化自觉普遍认为是践行、内化、认同核心价值观的行为，部分学者将文化自觉认为是自身文化发展与演变的客观认识和外部民族文化、自身民族文化内在联系的客观把握。近些年，国内民族文化得到飞速发展，国内开始盛行外来文化，青年在较大程度上遭受韩流文化冲击，部分群体热爱西方文化，部分群体则热爱本土文化，这要求人们应对文化自觉予以把握，在个人角度，文化自觉属于一种深刻的文化认识和发展规律把握，深入了解文化特征，具备发展文化的担当和责任，取外来文化之精华，去外来文化之糟粕，避免对外来文化过度崇拜，防止对自身文化过分贬低，最终融合自身文化实情、外来文化优点，促进自身文化的良性发展。处于全球化日益加深的当今社会，经济全球化与其它方面全球化的不断发展，人们需要将文化自信的培育工作充分做好。

## 五、在教学实践中增强文化自觉

文化自觉是一个民族，一个国家，一个政党对文化的觉悟和觉醒。<sup>[7]</sup>它是推动国家发展的一个重要动力源泉。在教学实践中要不断渗透文化自觉，在教学中更好地去传递中华优秀传统文化，从而提高全体学生的民族自豪感和对国家文化的自信心。学生是传递文化，继承文化，创新文化的主力军。培养学生的文化自觉是提高国家文化软实力的重要保障，也是培养学生全面发展的重要途径。因此，新时代对学生的文化自觉的培养就有了新的含义，主要表现为文化创新，文化认同。

将文化自觉融入数学课堂并不是指单纯将传统文化加于数学课堂，浮于表面的讲解并不能够使学生切实体会到其中内涵。在课堂中体现数学的逻辑，启发学生思维，要注意传统文化、社会生活和所学知识结合，融会贯通。在信息时代，青少年通过网络能够接收到来自世界各地的文化冲击。而青少年对于外界信息的过滤还不够成熟，在这样的条件下，青少年的思想观念极易被消极的文化所侵蚀。因此，要从课程内容出发，探寻文化自觉的元素与课程的融入点，然后基于数学课堂的特点深度挖掘其中蕴含的元素，提高青少年的道德修养，提升文化自信；引导学生学习和继承中华优秀传统文化；在生活中树立榜样并学习其优点，树立正确的理想信念，建立良好班风，弘扬时代精神，展示时代风采。

在课堂教学中将爱国主义精神及理想信念教育，可以有效地激发学生的爱国主义情感，达到育人的目的。例如，数学家华罗庚先生，在中华人民共和国成立不久就毅然放弃外国的优厚待遇，选择回到祖国，并在途中写下了《致中国全体留美学生的公开信》，一句“梁园虽好，非久居之乡，归去来兮”流露出真挚的爱国主义情怀；将这样富有爱国主义精神的数学家故事与学生分享，既能激发学生的兴趣，又能培养他们的人文意识，激发学生的爱国主义情怀，提高责任感与使命感。

想要形成文化自觉首先就必须提高文化认同，它是文化自觉的基本发展动力。想要实现文化自觉首先就要求主题要有高度的文化认同。文化自觉是在对文化有着充足的认知上而形成的一种理性的认知，它是人自身精神世界的重要组成部分。学生身上所产生的文化是既有先前文化的精华部分又有当代学生自身的时代特点。在复杂的时代背景下，文化自觉是依赖文化认同一起存在的。在保证文化自觉的基础和前提后，文化创新就成为了文化自觉的主要表现途径。

## 六、在实践中建立文化自信



文化自信是一个民族，一个国家，一个政党对文化的肯定和未来发展的信心。想要真正的实现文化自觉进而去提高我们国家的文化软实力，提高自身文化自信是必经途径。中华文化在历经五千年的沧桑岁月，积累了很多具有中国特色的传统文化，在当今时代，人们对文化自信心的提升就是文化自觉的主要表现。增强文化交流是提高文化自信的条件，在观察和对比多个国家不同地区的文化才有可能提高文化自信，要加强不同国家和民族之间的文化交流，汲取外来文化中有益的成分，避免用极端和狭隘的民族主义来对待外国文化。<sup>[8]</sup>文化自信和文化创新也是一个相互出进的关系，想要增强文化自信就必须要从文化创新中吸取经验，进而不断地去推动我国文化事业的发展，让我国的文化更加广泛也更能提高国人的文化自信。这也是文化跟上时代脚步顺应时代发展的必然要求。同时，通过文化创新形成的更能让广大群众接受的文化传播形式以及传播内容，不断地去满足人民日益增长的文化需求，这也是提高全民文化自信的一个重要的途径。但是在文化创新的同时最重要的也是最不能丢弃的就是保持本民族的优秀基因。通过提高全民的文化自信也能够进一步的提高全民的素质也能促进全民的全面发展。

在教学过程中也经常提到要提高学生的文化自信，其实文化在教学中无处不在。中国有着上下五千年的悠久历史，在数学课程中通过对历史的了解，去培养学生的爱国主义情怀和民族自豪感

，提升学生四个自信中的文化自信。例如人教版八年级下册的数学教材中第十七章《勾股定理》，在本章的开头就用一个实际的例子来引入，利用2022年在北京召开的国际数学大会的会徽去引出本章的主题勾股定理。并在后面介绍了数学史中的直角三角形的三个边“勾”“股”“弦”他们分别指的那个边。也引用了史书《周髀算经》中的一句话“勾三股四弦必无”来进一步介绍直角三角形的勾股定理。通过课堂上老师的进一步讲解，学生对数学文化就有了进一步的掌握，而不仅仅局限于书上呈现的内容并对数学的历史有一个新的认识。去了解我国古人对数学的造诣。

中国古代的数学家有很多很多，在讲解有理数时，我们就要了解到中国是第一个使用负数的；在讲解正多边形的时候，我们就要去研究和了解我国古人刘徽的割圆术……在中学的数学课堂中，不断地对学生进行数学史的教育，让学生对中国的数学史有一个更清晰的认知，去了解我们五千多年的悠久文化。在这样的一个学习环境中，学生可以了解到更多有关数学的知识和文化，让学生全身心地去感受数学的魅力，让学生对我国的数学更有信心，对国家更有信心。

在信息时代，青少年通过网络能够接收到来自世界各地的文化冲击。而青少年对于外界信息的过滤还不够成熟，在这样的条件下，青少年的思想观念极易被消极的文化所侵蚀。因此，要从课程内容出发，探寻思政文化与课程的融入点，然后基于数学课堂的特点深度挖掘其中蕴含的文化元素，提高青少年的道德修养，提升文化自信；引导学生学习和继承中华优秀传统文化；在生活中树立榜样并学习其优点，树立正确的理想信念，建立良好班风，弘扬时代精神，展示时代风采。

## 七、结束语

在中国传统文化的视域下文化自觉和文化自信在教学中都是十分重要的，它关乎着国家未来力量的发展动力，也关乎着国家文化软实力的重要体现。在教学中渗透文化自觉和文化自信可以提升学生的数学思维；培养学生正确三观的形成；教会学生树立正确的理想抱负；了解数学文化加深文化自信心；提高学生爱国主义的热情以及对国家时事政治的了解去关心国家等等。列宁说：“在文化问题上，急躁冒进是最有害的”。<sup>[9]</sup>同样，在文化自觉和文化自信的培养也是一个长期的过程，应该慢慢的去提升文化自觉，去加大文化之间的交流，增强文化自信。让文化自觉和文化自信更好地与教学实践相融合，让国家的文化更加璀璨夺目！

备注：\*通讯作者：吴嵘峥 电子邮箱：1923470502@qq.com

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