

# Internal Logic and Implementation Pathways for the Collaborative Cultivation of Cultural Confidence and Social-Emotional Competencies in English Subject Teaching

Qian Wang\*

Dahaozhuang Middle School, Tangguantun Town, Jinghai District, Tianjin, 301608, China

\*Correspondence to: Qian Wang, Dahaozhuang Middle School, Tangguantun Town, Jinghai District, Tianjin, 301608, China, E-mail: [15922183431@163.com](mailto:15922183431@163.com)

**Abstract:** This paper focuses on the collaborative cultivation of cultural confidence and social-emotional competencies in English subject teaching. It expounds on the connotation of cultural confidence within English teaching, analyzing its advantages as a linguistic carrier and in terms of teaching content. It explores the internal logic, covering the consistency of objectives, the integration of content, and the complementarity of methods. Implementation pathways are proposed, including optimizing objective design, integrating teaching content, innovating methodological strategies, improving the evaluation system, and enhancing teacher competency. The aim is to provide theoretical and practical references for achieving their collaborative cultivation in English teaching and nurturing well-rounded individuals.

**Keywords:** English subject teaching; cultural confidence; social-emotional competencies; collaborative cultivation

## Introduction

Under the educational background of intertwined globalization and localization, the English subject, as an important carrier of cross-cultural education, shoulders a unique mission of nurturing people. The cultivation of cultural confidence and social-emotional competence is key to implementing the fundamental task of fostering virtue through education and cultivating talents for the new era. With its advantages as a language carrier and in teaching content, the English subject makes the

collaborative cultivation of both possible. In-depth exploration of its internal logic and implementation paths helps break traditional teaching limitations, promoting students' cross-cultural literacy and sound personality during language learning to achieve all-round development.

## 1. Overview of Cultural Confidence in English Subject Teaching

Cultural confidence in English subject teaching does not mean negating or weakening the Western culture carried by the English language. Instead, it



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involves treating different civilizations with equality and respect within the context of cross-cultural communication, while adhering to the core positions of excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture. Its core essence lies in building a bridge for cross-cultural communication through English teaching, guiding students to clearly recognize the unique value and contemporary significance of their own culture based on understanding and embracing diverse cultures, and developing the ability to tell Chinese stories and spread China's voice in English. In the context of intertwined globalization and localization, this cultural confidence requires students to escape cognitive biases such as "cultural inferiority" or "cultural arrogance," while emphasizing the cultivation of cultural judgment and discernment during language acquisition to achieve the improvement of cross-cultural literacy through "knowing oneself and others, and learning from each other's strengths"<sup>[1]</sup>. As an important carrier of cross-cultural education, the cultivation of cultural confidence in English teaching is both an inevitable requirement for implementing the fundamental task of fostering virtue through education and a key path for cultivating talents with international vision and national pride in the new era, providing solid support for students to maintain cultural awareness and uphold value positions in cross-cultural scenarios.

## **2. Unique Educational Value and Collaborative Advantages of English Subject**

### **2.1 Language Carrier Advantages**

As a global lingua franca, English has unique carrier advantages conducive to cultivating cultural confidence and social-emotional competence. First, its instrumental value serves as a "window" to diverse cultures, allowing students to directly understand conditions in different countries, deepen their perception of their own culture through comparison, and enhance cultural identity. Second, the communicative characteristics of English involve emotional interaction and meaning construction in the teaching process. Students need to mobilize social-emotional elements such as empathy during expression and collaboration, learning to uphold cultural positions and transmit values during cross-cultural communication. This trinity advantage of "language tool-emotional interaction-

cultural transmission" breaks the simple knowledge transmission model, integrating the cultivation of cultural confidence and the development of social-emotional competence into the entire process of language use to achieve the collaborative improvement of language, culture, and emotional abilities, laying the foundation for cross-cultural communication and value transmission.

### **2.2 Teaching Content Advantages**

The teaching content of the English subject is rich, diverse, and highly inclusive, which is conducive to the collaborative cultivation of cultural confidence and social-emotional competence. Classic foreign works and social issues in textbooks can guide students to understand different cultural cores and foster an open and inclusive mindset. The addition of Chinese cultural themes provides a platform for students to "tell Chinese stories in English," assisting in the cultivation of cultural confidence. Simultaneously, emotional elements inherent in the content, such as the patriotism of characters in literary works, can resonate with students and provide contexts for social-emotional competence cultivation. This content advantage of "multicultural materials + local cultural core + emotional value orientation" allows students to "look outward at the world and inward at themselves," improving cross-cultural understanding and strengthening cultural identity and emotional regulation abilities to achieve a deep integration of the two<sup>[2]</sup>.

## **3. Internal Logic of Collaborative Cultivation of Cultural Confidence and Social-Emotional Competence in English Subject Teaching**

### **3.1 Goal Consistency Logic**

The collaborative cultivation of cultural confidence and social-emotional competence in English teaching follows the logic of goal consistency, jointly serving the overall goal of "cultivating well-rounded people," with highly compatible core objectives. Regarding educational goals, cultural confidence cultivation guides students to establish correct cultural views and values, enhancing national pride and international vision. Social-emotional competence cultivation focuses on core competencies such as student self-awareness, helping them become individuals who adapt to society. Both take "fostering virtue through education" as the foundation to improve students' comprehensive

literacy and sound personality. Regarding specific goals, the open and inclusive emotional attitude required for cultural confidence cultivation is a core element of social-emotional competence, while the improvement of social-emotional competence can support the externalization of cultural confidence. This logic of "overall goal leadership and specific goal complementarity" allows the two to promote each other and jointly drive the formation of students' cross-cultural literacy and sound personality.

### **3.2 Content Integration Logic**

The collaborative cultivation of cultural confidence and social-emotional competence follows the logic of content integration, with the two deeply intertwined in teaching content carriers, themes, and value orientations. In terms of content carriers, cultural materials in English teaching contain rich emotional elements, serving as both materials for cultural confidence cultivation and carriers for social-emotional competence cultivation. For example, interpreting Western festival culture both fosters an inclusive mindset and cultivates empathy and a sense of family responsibility. Introducing traditional Chinese filial piety culture both strengthens cultural identity and transmits emotional values. Regarding value orientation, both emphasize "respecting differences, upholding the self, and active interaction". Teaching content is selected and interpreted around this principle, naturally integrating cultural cognition and emotional cultivation to avoid isolated transmission and achieve organic unity of content.

### **3.3 Methodological Complementarity Logic**

The collaborative cultivation of cultural confidence and social-emotional competence relies on the logic of methodological complementarity, with cultivation paths supporting each other. Cultural confidence cultivation follows the path of "cognition-identification-expression," often using methods like the lecture method. Social-emotional competence cultivation follows the path of "experience-reflection-practice," often using methods like situational teaching. These two types of methods complement each other in teaching: cultural experience methods provide contexts for social-emotional competence cultivation, and situational teaching gives emotional warmth to cultural confidence cultivation. Comparative analysis

provides a cognitive basis for emotional regulation in cross-cultural communication, and collaborative inquiry allows students to improve collaboration and communication skills while practicing cultural respect. This logic of "combining cognition and experience, and complementing individual and cooperative learning" forms a closed loop of cultivation methods, ensuring the depth of cultural cognition and strengthening the practicality of emotional competence to achieve efficient collaboration.

## **4. Implementation Paths for Collaborative Cultivation of Cultural Confidence and Social-Emotional Competence in English Subject Teaching**

### **4.1 Optimizing Teaching Goal Design**

Optimizing teaching goal design is the prerequisite for collaborative cultivation. It is necessary to construct a trinity goal system of "language ability-cultural confidence-social-emotional competence" to ensure the organic integration and simultaneous implementation of the three. When setting goals, the cultivation objectives for cultural confidence and social-emotional competence should be specific and actionable, avoiding vagueness. For example, in a reading class, in addition to setting the language goal of "mastering core vocabulary and grammatical structures," cultural confidence goals such as "comparative analysis of Chinese and Western cultural differences and viewing diversity rationally" and social-emotional competence goals such as "respecting others' views and clearly expressing one's own cultural position" should be clarified. An oral class can set goals for "introducing traditional Chinese crafts in English to enhance cultural expression confidence" and "actively listening and responding effectively in group discussions to improve collaborative communication skills". Simultaneously, goal design should account for hierarchy and progression, gradually increasing difficulty based on students' age and language levels: the primary level focuses on cultural cognition and basic emotional literacy; the intermediate level strengthens cultural identity and core emotional abilities; and the advanced level focuses on cultural expression and high-level emotional qualities. Precise, layered goal design allows teaching activities to revolve around collaborative cultivation, creating a synergy between

language learning, cultural nurturing, and emotional development<sup>[3]</sup>.

#### 4.2 Integrating Teaching Content Resources

Integrating teaching content resources is the core path for collaborative cultivation. It is necessary to break the limitations of textbooks and construct a content system of "textbook core + local expansion + life connection" to enrich materials. On one hand, deeply mine cultural and emotional elements in textbooks and integrate Chinese and Western cultural content, such as combining Western environmental concepts with China's "Two Mountains" theory to guide students in deepening cultural identity and fostering a sense of responsibility. On the other hand, expand local cultural resources, transforming excellent traditional culture into English teaching content and compiling relevant English readers. Additionally, connect with real-life situations and social hotspots, incorporating real issues of cross-cultural communication and social-emotional topics to enhance the practicality and impact of the content. During integration, attention must be paid to appropriateness and logic to ensure a natural transition between cultural materials and emotional themes, avoiding simple accumulation and allowing students to subtly improve cultural confidence and social-emotional competence while learning the language.

#### 4.3 Innovating Teaching Methods and Strategies

Innovating teaching methods and strategies is the key handle for collaborative cultivation. It is necessary to build a "situational, interactive, and experiential" teaching model to promote the deep development of cultural confidence and social-emotional competence. First, promote situational teaching by creating authentic scenarios such as cross-cultural communication, cultural displays, and thematic debates. This allows students to use language, transmit culture, and regulate emotions in simulated practice. For instance, in an "International Cultural Exchange Festival" scenario, students can present Chinese and Western cultural characteristics in groups, improving cultural expression confidence and cross-cultural communication skills through interaction. Second, adopt project-based learning (PBL) designed around cultural themes, such as "International Communication of Chinese Intangible Cultural Heritage". Through group collaboration in researching data, writing reports, and giving English

presentations, students strengthen cultural identity and communication awareness while improving collaboration, innovation, and problem-solving skills. Third, integrate digital teaching methods, using virtual reality (VR) technology to recreate cross-cultural scenes and social media platforms for online cross-cultural exchange, broadening channels for cultural experience and emotional interaction. Fourth, apply reflective teaching strategies, guiding students to record their cultural cognitive insights, emotional experiences, and communication gains after activities, deepening the internalization of cultural confidence and emotional competence through self-reflection. The integrated use of multiple methods can break traditional teaching limitations, making collaborative cultivation more interesting and effective.

#### 4.4 Improving the Teaching Evaluation System

Improving the teaching evaluation system provides the guarantee for collaborative cultivation. It is necessary to construct a comprehensive evaluation mechanism of "formative evaluation + summative evaluation + multi-subject evaluation" to fully monitor the development of students' cultural confidence and social-emotional competence. Regarding evaluation content, break through single language ability evaluation to include cultural cognition (e.g., degree of understanding of Chinese and Western cultures), cultural attitudes (e.g., inclusive and open cultural mindset, firm local cultural stance), and emotional qualities (e.g., empathy, collaboration awareness, emotion management skills) in the scope of evaluation, formulating specific evaluation indicators (e.g., accuracy and confidence of cultural expression, participation and communication effects in group work). Regarding evaluation methods, focus on formative evaluation, dynamically recording students' growth through classroom observation, assignment analysis, project outcome displays, and performance in cross-cultural communication. Summative evaluation can take forms such as cultural theme speeches, cross-cultural situational tests, and comprehensive practice reports to fully assess the effects of collaborative cultivation<sup>[4]</sup>. Simultaneously, introduce multiple evaluation subjects, combining teacher evaluation, student self-evaluation, peer evaluation, and parent evaluation to ensure the objectivity and comprehensiveness of evaluation

results. A scientific evaluation system can provide timely feedback on teaching effects and guide students to value the improvement of cultural confidence and social-emotional competence, forming a virtuous cycle of "teaching-evaluation-improvement".

#### 4.5 Enhancing Teacher Professional Literacy

Enhancing teacher professional literacy is the core support for collaborative cultivation. It is necessary to build a composite teaching team with "solid language foundations, deep cultural literacy, and outstanding emotional guidance abilities". First, strengthen teachers' cross-cultural literacy by conducting thematic training on Chinese and Western cultures, cross-cultural teaching seminars, and international exchange visits to improve their ability to understand and interpret diverse cultures, enabling them to accurately grasp the core essence of cultural confidence cultivation. Second, strengthen teachers' social-emotional competence training through psychology courses and emotional guidance skill training to improve their emotion management, empathetic communication, and classroom atmosphere creation skills, enabling them to effectively guide students' emotional development during teaching. Third, improve teachers' curriculum integration and teaching innovation abilities through collective lesson planning, teaching case sharing, and project research, guiding teachers to explore teaching models and strategies for the collaborative cultivation of cultural confidence and social-emotional competence. Finally, establish a community for teacher professional development, encouraging teachers to exchange experiences, share teaching resources, and jointly solve teaching problems to form a continuous atmosphere of professional improvement. Only when teachers possess integrated teaching philosophies and comprehensive literacy can the goals of collaborative

cultivation be realized, providing a strong guarantee for students' all-round development.

### Conclusion

The collaborative cultivation of cultural confidence and social-emotional competence in English subject teaching is an innovative exploration that adapts to the educational needs of the era. Through paths such as optimizing goals, integrating content, innovating methods, improving evaluation, and enhancing teacher literacy, deep integration and efficient collaboration between the two can be achieved. This not only helps improve students' language abilities but also fosters their cultural confidence and sound personality, making them talents of the new era with international vision and national pride. In the future, it is necessary to continue deepening research and practice to drive the high-quality development of English education.

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