

# Theoretical Construction and Practical Path Innovation for Integrating Yellow River Culture Into the Cultivation of Cultural Confidence in University Students

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Guided by the significant theoretical principle of the “Two Integrations” and grounded in Marxist cultural theory as its methodological basis, this paper constructs a bidirectional interpretative model linking “Yellow River Culture” with “Cultural Confidence”. It proposes an integrated “Objective-Content-Path-Support” framework. Through the synergy of three-dimensional objectives, adaptation of stratified content, innovation in four-dimensional pathways, and support from a three-dimensional guarantee system, this framework establishes a closed-loop operational mechanism of “Curriculum-Practice-Evaluation-Feedback”. The study focuses on core issues in integrating Yellow River culture into university education practices, such as content construction, methodological pathways, and institutional guarantees. It aims to provide a systematic reference for universities to fulfill their fundamental task of “fostering virtue and cultivating talent” and to serve the national strategies for ecological protection and high-quality development in the Yellow River Basin.

*Keywords:* Yellow River culture, cultivation of cultural confidence, theoretical framework, practical path, educational mechanism

## Introduction

Firm cultural confidence is an intrinsic requirement for building a strong socialist culture. As the main root of Chinese civilization, Yellow River culture has accumulated profound national spirit and ecological wisdom, serving as a valuable resource for cultivating university students' cultural identity and confidence. Currently, integrating Yellow River culture into the higher education system has become a consensus. Relevant research affirms its core value and educational function (Gao & Chen, 2023, pp. 152-157; Ma, 2024, pp. 41-44) and has explored multiple pathways such as curriculum integration and practical experience (Jian, 2022, p. 230; Liu & Fan, 2023, p. 158). However, existing research and practice still exhibit two prominent limitations: first,

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theoretical explanations often remain at the macro level of value discourse, insufficiently revealing the internal mechanisms through which cultural resources are transformed into individual psychological identification and conscious behavior; second, practical explorations appear fragmented, lacking a top-level design that systematically integrates objectives, content, pathways, and safeguards (Yue & Zhang, 2022, pp. 138-143), resulting in suboptimal educational outcomes.

The aforementioned dilemmas highlight the urgency of deepening research into the mechanisms of “why to integrate” and “how to integrate”. Therefore, this study is dedicated to constructing a systematic, integrated framework to address the theoretical logic, practical paths, and sustainable support for integrating Yellow River culture into the cultivation of cultural confidence among university students. It aims to provide an operable, systematic solution to overcome the issues of superficiality and fragmentation in cultural education.

### **The Contemporary Value of Integrating Yellow River Culture Into Cultivating University Students’ Cultural Confidence**

The educational value of Yellow River culture stems from its historical depth and cultural characteristics as a core carrier of Chinese civilization. It primarily supports the cultivation of cultural confidence through three dimensions: knowledge foundation, innovation inspiration, and emotional cohesion.

#### **Providing a Systematic Foundation for Historical and Cultural Cognition**

Yellow River culture boasts a complete sequence and clear lineage, from prehistoric civilizations through the Xia, Shang, and Zhou Dynasties, forming a paradigm for understanding the origins and development of Chinese civilization. Its rich material heritage (e.g., the Erlitou site), institutional civilization (e.g., the ritual and music system), and spiritual concepts (e.g., “harmony between man and nature”) provide students with a knowledge system for comprehending the characteristics of Chinese civilization (Liu, 2021, pp. 70-72; Shi, 2024, pp. 79-81; Li, 2024, p. 161). Systematic historical cognition forms the rational cornerstone for cultural identity and confidence.

#### **Stimulating Endogenous Drivers for Cultural Innovation and Development**

Yellow River culture contains significant innovative genes, from the systematic governance exemplified by Yu the Great’s flood control to the dialectical thinking in *The Art of War*, embodying a spirit of conforming to nature and pursuing renewal (Wen, 2022, pp. 118-124). Excavating these cases and transforming them into teaching resources within modern educational contexts can guide students to understand pathways for the creative transformation of traditional culture, stimulating their innovative awareness and ability to apply historical wisdom to contemporary practice.

#### **Strengthening Emotional Bonds for National Identity and Cohesion**

Yellow River culture is an important symbol of the sense of community for the Chinese nation. Its pattern of “pluralistic unity” and the collective memories and striving spirit it carries (such as the spirit of Yu the Great and the Yan’an Spirit) can evoke deep emotional resonance among students. This emotional connection helps students sublimate from cultural cognition to cultural identification and belonging (Zhao, 2019, pp. 133-136), consciously integrating their personal growth into the great cause of national rejuvenation.

## **Theoretical Framework for Integrating Yellow River Culture Into Cultivating University Students' Cultural Confidence**

### **Theoretical Foundation: Guidance From Marxist Cultural Perspective and the “Two Integrations”**

This framework is grounded in the basic tenets of Marxism concerning cultural agency and historical materialism as its methodological basis, emphasizing the practical orientation of cultural education. Simultaneously, it adheres to the “Two Integrations”, particularly the “integration of the basic tenets of Marxism with China’s specific realities and its fine traditional culture”, as its fundamental guiding principle. This ensures the correct direction for integrating Yellow River culture, aiming to promote the contemporary transformation and value revival of traditional culture.

### **Design of the “Objective-Content-Path-Support” Four-in-One Framework**

This study proposes a four-dimensional integrated framework to systematically advance the educational practice of Yellow River culture.

1. Objective system (three-dimensional synergy): Establishes three-tiered objectives: “Cognition-Value-Practice”. The cognitive objective aims to build a systematic understanding of the lineage and status of Yellow River culture. The value objective seeks to promote the fusion of its spiritual core with socialist core values, fostering correct cultural and historical perspectives. The practice objective guides students to become active disseminators and innovative practitioners of culture, achieving the unity of knowledge and action.

2. Content system (three-tiered adaptation): Constructs a tiered content structure: “Core-Expansion-Innovation”. The core tier targets all students, providing foundational general knowledge. The expansion tier integrates with disciplinary specialties (e.g., excavating ancient water management wisdom for hydraulics majors, interpreting ecological ethics for environmental majors), achieving differentiated integration. The innovation tier focuses on practical issues, designing interdisciplinary project-based learning to guide students in creative transformation.

3. Path system (four-dimensional linkage): Innovates the implementation mechanism of “Curriculum-Practice-Evaluation-Feedback”. The curriculum path emphasizes interdisciplinary integration and teaching method reform (e.g., case-based teaching, problem-based learning (PBL)). The practice path builds an immersive “on-campus + off-campus” experience platform. The evaluation path establishes a multidimensional assessment system. The feedback path forms a closed loop for continuous improvement based on data and outcomes.

4. Support system (three-dimensional support): Improves the foundational support of “Institution-Resources-Organization”. Institutional support emphasizes top-level design, inter-departmental coordination, and incentive evaluation. Resource support focuses on digital platforms, specialized databases, and university-community cooperation base construction. Organizational support concentrates on specialized teacher training and the construction of interdisciplinary teaching teams.

### **Internal Logic of the Framework**

This framework possesses rigorous systematicity and operability. The four dimensions form a closed-loop logic: “Objectives guide content, content determines paths, paths rely on support, and support optimizes objectives”. It provides a complete blueprint from concept to action while ensuring the framework’s potential for implementation in the practical field of higher education through specific hierarchical design and methodological guidance.

## **Practical Paths for Integrating Yellow River Culture Into Cultivating University Students' Cultural Confidence**

### **Path of Curriculum and Teaching Innovation**

Curriculum teaching serves as the main channel for integrating Yellow River culture: establish a three-level curriculum system comprising “core courses + module courses + project courses” to achieve comprehensive, multi-level coverage. Core courses, such as “Introduction to Yellow River Civilization”, are offered to all students, systematically introducing the historical lineage and value connotations of Yellow River culture. Module courses, developed according to disciplinary characteristics like “Yellow River Water Conservancy Engineering and Systems Thinking”, promote the integration of professional knowledge and cultural literacy. Project courses, designed around practical issues, involve interdisciplinary research-based learning projects, cultivating students’ ability to comprehensively apply multidisciplinary knowledge to solve real-world problems.

In terms of teaching methods, interactive approaches such as problem-based learning (PBL), case-based teaching, and scenario simulation are widely adopted. Particularly for case-based teaching, exemplary cases from Yellow River culture—such as ancient water conservancy projects and ecological management wisdom—are deeply explored. Analyzing and discussing these real cases allows students to deepen their understanding of Yellow River culture while solving practical problems. Concurrently, building a Yellow River culture digital resource repository and developing virtual simulation experiment projects support the reform of blended learning models, enhancing teaching effectiveness and the learning experience.

### **Path of Deepening Practical Experience**

Practical experience is a crucial link for the internalization of culture: construct a dual-platform practical system of “on-campus + off-campus” to form an immersive educational environment; on campus, establish venues such as Yellow River Culture Creative Practice Centers and Experimental Theaters to conduct cultural immersion and innovative practical activities. These venues not only provide hardware support but also emphasize creating a cultural atmosphere, promoting cultural identity through environmental influence. For example, in the Creative Practice Center, students can personally experience the production process of intangible cultural heritage skills; in the Experimental Theater, they can participate in the creation and performance of Yellow River-themed dramas; Off campus, establish research and study bases within the Yellow River Basin to organize fieldwork, social service, and scientific research practices. These practical activities emphasize integration with disciplinary studies, enabling students to deepen cultural understanding and enhance practical abilities in authentic contexts. For instance, students in hydraulic engineering can participate in ecological governance projects in the Yellow River Basin; art students can engage in the excavation and protection of intangible cultural heritage; management students can participate in planning practices for rural revitalization in the basin. Through these activities, students can translate theoretical knowledge into practical capability, achieving the unity of knowledge and action.

### **Path of Evaluation Mechanism Innovation**

Establishing a scientific and effective evaluation mechanism is key to ensuring educational effectiveness: construct an evaluation system that values both cultural literacy and innovative capability, setting evaluation indicators across four dimensions: cognitive mastery, value identification, practical engagement, and innovative outcomes. Cognitive mastery primarily assesses students’ understanding and grasp of Yellow River cultural knowledge. Value identification focuses on examining students’ recognition and internalization of Yellow River

cultural values. Practical engagement measures the proactivity and depth of student participation in cultural practice activities. Innovative outcomes evaluate the practical results of students' innovations based on Yellow River culture.

In terms of evaluation methods, diversified approaches such as portfolio assessment, project review, and presentation reports should be adopted. Particularly, the portfolio assessment method comprehensively reflects students' growth trajectories by systematically collecting various materials and outcomes from their learning process; simultaneously, emphasize process-oriented and developmental evaluation, focusing not only on final outcomes but also on students' progress and growth during the learning process; establish an evaluation result feedback mechanism to promptly provide feedback to students and teachers, guiding teaching improvements and learning optimization.

### **Path of Feedback and Optimization Mechanism**

Establishing a sound feedback and optimization mechanism is an important guarantee for achieving continuous improvement: utilize learning data analysis to promptly identify problems in the teaching process; employ modern information technology to collect and analyze various data from students' learning processes, including learning behavior data, performance data, and interaction data; through data mining and analysis, identify existing problems and deficiencies in teaching.

To assess the long-term effects of educational outcomes, graduate follow-up surveys should be conducted. A graduate cultural literacy tracking system may be established to carry out regular follow-ups and surveys, helping to understand the impact of Yellow River cultural education on long-term development and thereby providing a basis for educational and teaching reform. Furthermore, inter-university exchange platforms can be set up to share successful experiences and promote mutual improvement. Activities such as teaching seminars and experience-sharing meetings should also be organized regularly to disseminate effective practices and drive the continuous optimization and refinement of the educational system.

## **Support System for Integrating Yellow River Culture Into Cultivating University Students' Cultural Confidence**

### **Institutional Support System**

Institutional support serves as the foundation for project implementation. Specifically, Yellow River cultural education should be incorporated into the university's development plan, with detailed implementation plans and evaluation standards formulated accordingly. A multi-departmental collaborative working mechanism should also be established to clarify the division of responsibilities among various departments and foster synergy in education. Furthermore, the teaching quality monitoring system ought to be improved by including the effectiveness of cultural education in departmental assessment indicators and by establishing incentive mechanisms that encourage teacher participation in curriculum development and teaching reform.

Particularly, it is essential to establish a cross-departmental coordination mechanism to break down departmental barriers and achieve resource sharing and complementary advantages. To this end, a special working group for Yellow River cultural education should be formed, led by university leadership with the participation of relevant functional departments and colleges, to coordinate and advance related tasks. Cooperation mechanisms with local governments and cultural institutions should also be established to seek external support, thereby creating a favorable pattern of university-community collaborative education.

### **Resource Support System**

Resource support serves as the material foundation for project implementation. A Yellow River culture educational resource platform should be built to integrate diverse resources such as documents, images, and physical objects. This platform should not only collect and organize traditional document resources but also prioritize the development of digital resources, including digital archives, virtual museums, and online courses, thereby making Yellow River cultural resources more accessible and usable through digital means.

Furthermore, digital teaching tools and virtual simulation projects ought to be developed to support personalized learning. Modern information technology can be leveraged to create digital learning tools—such as mobile learning apps and online learning platforms—that accommodate diverse learning needs. Simultaneously, university-community cooperation should be strengthened to co-build practice bases and research centers, expand social resources, attract multiple stakeholders to participate in the educational process, and establish a mechanism for resource co-construction and sharing.

Special attention should also be paid to the construction and development of distinctive resources. For example, a specialized Yellow River culture database could be established to systematically collect and organize historical documents, archaeological findings, and folk arts from the Yellow River Basin. Additionally, a Yellow River culture digital display platform utilizing technologies such as VR and AR should be built to enable the visual presentation of cultural resources. Finally, immersive Yellow River culture experience equipment could be developed to provide students with an engaging cultural learning environment.

### **Organizational Support System**

Organizational support constitutes the talent foundation for project implementation. A specialized teacher training plan should be implemented to enhance teachers' cultural literacy and pedagogical capabilities. This plan should be systematic, encompassing multiple stages such as theoretical study, practical application, and exchange visits, thereby enabling teachers not only to master specialized knowledge of Yellow River culture but also to acquire the ability to translate cultural connotations into educational content.

Furthermore, interdisciplinary teaching teams should be formed to promote teacher exchange and collaboration. Disciplinary barriers ought to be broken down by establishing teaching teams composed of faculty from different academic backgrounds, who would jointly develop and deliver Yellow River culture courses. These teams should regularly conduct teaching research activities, share instructional experiences, discuss pedagogical issues, and continuously improve teaching quality.

Learning communities should also be established to encourage the joint participation of teachers and students in cultural research and innovative practice. Through mechanisms such as mentorship and project-based learning, teacher-student learning communities can be formed to advance cultural inheritance and innovation via collaborative research and practice. Simultaneously, international exchanges should be strengthened to learn from advanced international experiences, thereby enhancing the openness and innovativeness of the educational system.

## **Conclusion and Outlook**

Aiming at the fragmentation problem in the practice of Yellow River culture education, this study constructs a systematic “Objective-Content-Path-Support” four-in-one framework. Grounded in theory and emphasizing closed-loop operation and multi-dimensional synergy, this framework provides an operable implementation plan

for universities to achieve the effective transformation of Yellow River culture from resource to capital, and from knowledge to belief.

In the future, the effectiveness and adaptability of this framework need to be empirically tested and evaluated through pilot programs in institutions. Subsequent research could focus on: firstly, developing a scientific evaluation indicator system to achieve precise measurement of educational effectiveness; secondly, deepening the application of digital technologies (e.g., VR, AR) in immersive teaching and resource construction; thirdly, exploring cross-regional collaborative education mechanisms such as alliances of universities along the Yellow River to pool resources, form synergy, and jointly promote the deepening and innovation of Yellow River culture education practices.

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