

Analysis of the Endogenous Motivation of University Teachers' Self-consciousness to Practice Excellent Traditional Chinese Culture

Luhua Zhao¹, Weidong Zhang^{1*}, Ge Gao¹

¹ Shandong University of Science and Technology, Qingdao, China

Email Address

zhaoluhua@sdust.edu.cn (Luhua Zhao), 415210777@qq.com (Weidong Zhang),
575727564@qq.com (Ge Gao)

*Correspondence: 415210777@qq.com

Received: 12 July 2025; Accepted: 3 August 2025; Published: 26 August 2025

Abstract:

The development of education in the new era presents new demands. To meet the needs of the times, teachers, as the decisive force of education, are obliged to practice the self-consciousness of excellent traditional Chinese culture. This paper analyzes the connotation and value, as well as the internal and external causes of cultural consciousness, and promotes the awakening of teachers' cultural consciousness through emotional identification. Based on these, the author puts forward the internal motivation stimulation strategy of cultural consciousness driven by internal and external causes, including establishing belief and responsibility through professional identity, enhancing subjectivity through self-directed development, cultivating reflective habits to promote self-awareness, collaborating to establish social identity, cultivating practice to enhance self-efficacy, and establishing the external environment driving mechanism of institutional guarantee and cultural guidance.

Keywords:

University Teachers, Excellent Traditional Chinese Culture, Cultural Self-consciousness, Endogenous Motivation, External and Internal Causes, Motivating Strategy

1. Introduction

Culture is the soul and spiritual carrier of a country, the inheritance and promotion of which determines the long-term and healthy development of a country. President Xi emphasized that "we should insist on changing and educating people through culture and we should take into account the characteristics of the times and extract the essence of traditional culture suitable for self-cultivation and sublimation". Inheriting and innovating excellent traditional Chinese culture is not only an inevitable requirement for running education rooted in China, but also the only way to build a world-class university with Chinese characteristics. Under the impact of Western culture, college students need to familiarize themselves with the concepts and values

of traditional Chinese culture to correctly see the differences between Chinese and Western cultures and to strengthen their cultural identity and national self-confidence. Teachers, as the foundation of education, determine the quality of high-end talent and play a key role in the effective integration of excellent traditional culture into education process. Only when teachers have good cultural literacy and internalize it into personality cultivation and value-bearing can the goal of cultural education be truly implemented. University teachers are the source of advanced technology and ideas but are also prone to conceit and narcissism, lacking self-consciousness of keeping pace with the times and a sense of crisis. For most of them, the background of excellent traditional culture is not deep and learning awareness is not strong. Also, universities still favor knowledge and skills, neglecting the cultivation of the mind and personality. Therefore, there exist multiple dilemmas like lacking an understanding of the education value of excellent culture and targeted integration mechanisms and means. Many scholars have studied the cultural literacy of teachers, but most were limited to the quality conditions and institutional recommendations that teachers should have without fully analyzing the internal causes of teachers' own emotional and developmental needs. Based on the needs of the era and the development of higher education, with the purpose of inspiring teachers to awaken and reflect on their own emotional and professional development needs, and improving their cultural education awareness, it is necessary to explore the endogenous driving force of university teachers' consciousness of excellent traditional culture from both internal causes and external environment.

2. Connotation of University Teachers' Cultural Self-consciousness

2.1. Cultural Self-consciousness: Reflection on University Teachers' Development in the New Era

With the characteristics of education, culture and humanity, cultural self-awareness of university teachers, an effective way to solve the current cultural dilemmas, can inspire teachers to reflect on their own emotions and development needs, and make teachers go from cultural self-awareness to self-confidence and self-reliance [1]. When it is integrated into the process of education, it can enhance students' cultural identity and self-confidence and achieve the inheritance and innovation of excellent traditional Chinese culture.

Proposed by Mr. Fei Xiaotong, cultural self-awareness means that people are self-aware of their culture and can make cultural transformations, cultural choices and cultural adaptation on their own. With the characteristics of rationality, value orientation, and practicability, it is reflected in people's rational cultural awareness, thoughts and action, the establishment of harmony in diversity, integration and development, and conscious practice.

In terms of structure, cultural self-awareness has three meanings: first, the self-knowledge of culture, which is the core and the foundation; second, the mutual understanding among cultures; third, a common understanding and further improvement of the cultural destiny of mankind[2].

On this basis, the paper proposes the following meanings of university teachers' cultural self-awareness: teachers can learn excellent traditional Chinese culture independently and understand the world's diverse cultures; teachers can conduct rational analysis from the perspective of cultural values, establish cultural identity and beliefs, professional values and codes of conduct; teachers can complete the overall

shaping and improvement of their own cultural outlook system, and consciously guide the education practice.

In terms of practice, university teachers' cultural self-awareness can be divided into four stages: active learning, internalization, reflection and self-awareness. Active learning means to understand all kinds of culture and be familiar with the wisdom of profession-related excellent traditional Chinese culture. Internalization, or internalization of identity, means to establish excellent traditional Chinese cultural identity and self-confidence, and understand the world's multicultural development. Reflection, or value reflection, means to reflect on their own emotions, value pursuit, way of thinking, and personality qualities, etc.[3]. Self-awareness, or self-awareness of educating people, means to have a sense of responsibility for the inheritance, integration and innovative development of excellent traditional culture, and take the initiative to carry out theoretical research and practice of educating people through culture.

2.2. Internal Driving Force: Core Motivation for University Teachers' Cultural Self-Consciousness

According to the self-determination theory, individuals analyze internal and external motivators from the perspective of themselves before acting and deciding how to act[4]. Intrinsic motivation is driven by the internal elements of an individual, and external elements also act on intrinsic motivation to stimulate action more effectively[5]. The inner motivation of cultural consciousness is the driving force for teachers to practice the behavior mechanism of cultural education for themselves and others. It is a mental state and spiritual pursuit for teachers to understand world culture, have the courage to practice, and realize self-development. It is also the conscious will and behavior of constantly absorbing cultural nourishment, improving self-cultivation, inheriting and innovating culture. The internal driving force of cultural self-awareness is that teachers, through a deep understanding of the development needs of the times, carry out self-led cultural literacy enhancement and practice based on reflecting on self-worth and realization. They establish a thinking mode and value orientation of their own culture and take the initiative to practice cultural consciousness based on internal factors demand. This is not only conducive to meeting teachers' personal emotional needs and development but also helps to influence and spread the group's cultural self-awareness, which is the basis for universities to improve the level of education. Therefore, how to better stimulate the internal motivation of cultural consciousness is a problem that teachers and universities need to think about and solve.

3. External and Internal Causes of University Teachers' Cultural Self-consciousness

The exogenous internal motivation of teachers' cultural self-awareness is driven by external environmental factors, including the requirements of the development of education in the new era and the corresponding institutional measures, etc., which determines the lower limit of teachers' inputs; and the endogenous internal motivation stems from teachers' development and emotional needs based on their development, which determines the upper limit of inputs[6].

3.1. Recognizing and Responding to Change: the Times Awareness of University Teachers' Cultural Self-Consciousness

Teachers need to understand the development and changes of the times and higher education, and be clear about the quality and responsibility requirements of teachers.

3.1.1. Development needs of higher education in the new era

President Xi proposed that China should enter a “new stage” with high quality as the goal of development, implement the “new concept” of innovative, coordinated, green, open and shared development, and build a “new pattern” in which the domestic and international double cycles are mutually reinforcing. The Fifth Plenary Session of the 19th Communist Party of China (CPC) Central Committee put forward the clear requirement of building a high-quality education system and a powerful country in education in response to the “Three New” developments. In the report of the 20th National Congress, it was proposed to enhance cultural confidence and self-improvement, cultivate new talents, promote culture, build a strong socialist cultural power, strengthen the dissemination and influence of Chinese civilization, and enhance the spiritual strength to achieve the great rejuvenation of the Chinese nation.

This requires higher education to be based on the development needs of the “new stage”, to be guided by the “new concept”, to be laid out in a “new pattern”, and to bring out the full potential of higher education..

The new goals for the development of higher education include self-reliant innovation, service for economic and social development, competitiveness for shaping the advantages of international cooperation, sustainability of its development and people’s satisfaction with education, etc.. The principles of development include inclusiveness, fairness and pluralism, the cultivation of critical thinking and creativity, honesty and morality, and a commitment to sustainability and social responsibility. It can be seen that the development of higher education attaches greater importance to values, innovation, character, and social responsibility. It is necessary to cultivate “whole-person” talents who have professional knowledge as well as sound personalities, national cultural confidence, a sense of social responsibility and humanistic qualities.

Like Marxism, excellent traditional Chinese culture is an inherent cultural gene of the Party, and its core concepts not only provide theoretical support for new concepts such as “a community with a shared future for mankind, rejuvenation of the nation, and diversified integration”, but also meet the demand for talents in the new development pattern. China’s excellent traditional culture is the core soft power to improve the development, competitiveness, innovation, service, and cultivation of higher education. As university teachers with high knowledge reserves and overall quality, they have the responsibility and ability to play a leading role in culture.

3.1.2. Requirements for university teachers in the new stage of development

President Xi said: “Teachers should be politically qualified, professionally competent, and highly skilled in cultivating talents; teaching is the work of shaping souls, shaping lives, and shaping new people; teachers should not only be proficient in professional knowledge, but also cultivate virtue and behavior. Wu Yan, Director of the Ministry of Education, proposed that teachers should be proficient in “five arts”, namely laws, academics, techniques, art and benevolence. Laws mean shouldering the mission and responsibility, and grasping the laws of human education with the country and the nation in mind ; academics mean deep discipline foundation and superb specialization in their profession; techniques mean high level of human

education and skillful methods; art means being affectionate and righteous; benevolence means love and kindness.

To sum up from the perspective of practice, university teachers should meet three basic requirements: disciplinary knowledge and practical skills; culture, personality and moral character; teaching art guided by the concept of cultivating talents and based on knowledge, cultivation, and charisma. Practically all the university teachers could meet the first requirement, which they think are all the requirements. However, the truth is that the real spirit of education lies in enlightening the potential of human wisdom and cultivating the moral character of individuals. German educator, Friedrich Adolf Wilhelm Diesterweg, believes that the art of teaching lies more in motivation and awakening, and the core goal is to care for students' spiritual development and emotional value, which is the core responsibility of education [7] [8]. To achieve this needs the second and third requirements. Therefore, inherent charisma, academic cultivation, moral character, innovative thinking ability to cultivate talents, etc., are the core qualities and soul of a teacher. These qualities and professional skills, etc. constitute the overall quality of university teachers. As the most enduring, profound and penetrating power, excellent traditional Chinese culture is the fundamental guarantee for teachers' self-reflection and self-discipline, the most direct and effective valuable resource for improving the "five arts", and the basic support for teachers to meet the second and third requirements.

3.2. Emotional identification: the Endogenous Beginning of University Teachers' Cultural Self-Consciousness

Understanding and recognizing the life wisdom, the great spiritual power and the nurturing value embedded in excellent traditional culture, being clear about the challenges in the new era, and clarifying one's own emotional and developmental needs are the endogenous starting points for university teachers to practice cultural self-awareness.

3.2.1. Excellent traditional Chinese culture

Highly open, inclusive and integrative, excellent traditional Chinese culture is rich in philosophical thoughts, humanistic spirit and moral concepts. It emphasizes harmonious coexistence between man and nature, man and society and man and himself, and respects the diversity of cultures and values of all ethnic groups. In addition to rich life wisdom and humanistic culture, some of the achievements in ancient Chinese science and technology such as astronomy, agronomy, medicine, arithmetic and so on have led the world for a long time and have had a profound impact on the development of human civilization. They are the fundamental forces that help us understand and transform the world and address the challenges posed by the changing international political, economic and security landscape. Excellent traditional Chinese culture itself is the source to enhance teachers' cultural self-awareness, as well as the driving force to realize self-improvement. Its core concepts, spiritual values and wisdom are important sources of nourishment that enrich the mind, perfect the personality, and increase the ability [9]. Inheriting and innovating excellent traditional Chinese culture can build emotional strength, strengthen cultural self-confidence and national identity, which is a basic way to improve the development of teachers and students, and is also a necessary condition for the development of a strong country.

3.2.2. Challenges faced by teachers

The challenges faced by university teachers in the new situation stem from both the external environment and the teachers themselves. External environment mainly include three aspects: first, the requirements for teachers in the new development stage of higher education, as mentioned above; second, the challenges of the changes in the cognitive model and learning behavior of university students; third, the challenges of teachers' roles and knowledge structure transformation brought about by the inevitable development of AI education.

As knowledge-based teaching will be replaced by AI, teachers will have to shift to a predominantly social function of cultivation. Therefore they need to pay more attention to students' souls and well-being and implement a more humanistic education. This requires them to be the guides of intelligent cultural innovation and to carry out intelligent education which leads the soul and enlightens the wisdom.

Teachers' challenges mainly include four aspects. First, challenges of the change of habitual working methods brought by teachers' conservative mentality and natural inertia. Second, lack of study and reflection on the ideals and beliefs of the profession, ethics, and morality, and lack of knowledge of the excellent traditional culture reserves. Since most of the university teachers only focus on professional fields, it is difficult to obtain the most basic, deep and enduring power from the cultural self-confidence. Third, challenges of utilitarian and materialistic logical thinking, such as the pursuit of academic "hard currency", like academic achievements; Fourth, challenges of maintaining the academic vitality in teaching. Boyer the educator endowed teaching with academic ideas and new connotations. He divided academics into discovery, integration, application and teaching, in which teaching means more effective transmission of knowledge and moral education [10]. This requires university teachers to change their materialistic thinking, be passionate about teaching and have the courage to take responsibility for education.

Therefore, teachers are bound to be eliminated if they cling to old thinking and methods and do not learn. They will fall behind without continuous learning. University teachers must change their habitual thinking and mode, reset at all times, adjust and position their roles. They should also continue to teach and reflect, improve personality quality, become professionally proficient in order to cope with various challenges.

3.2.3. Emotional needs of teachers

At present, university teachers are facing great pressure and challenges. With putting most of their energy into scientific research, they are rich in material achievements. However, they are increasingly entangled, restless, as well as a reduced sense of well-being. Marxist philosophy emphasizes the great counteraction of consciousness on matter, so emotional power is exactly the internal driving force to promote teachers' self-improvement.

Teachers should have bright and happy hearts. "Bright" refers to open-mindedness, integrity, and mission fulfillment. "Happy" means the happiness of being able to take on responsibilities of various roles and realize the value of work and life. The emotional energy constructed by self-efficacy and occupational happiness will make teachers happy to continuously improve their academic, personality, and education qualities to better assume their responsibilities. Through reflection, teachers are clear about the source of their own emotional needs, internalize their professional responsibility and commitment in their hearts, and act on what they think. Excellent

traditional Chinese culture emphasizes the cultivation of the heart, which is a source of theories and ideas for dealing with all kinds of relationships, and can help teachers effectively deal with their relationships with themselves, others, the environment, and objects, which in itself is the internal drive to realize self-improvement. The objective regularity in the excellent traditional culture can help teachers master the methods of coping and advancing, and guide teachers to clarify their own emotional needs and value support, which is also one of the necessities for teachers to practice cultural consciousness.

3.2.4. Teachers' development needs

From the viewpoint of social mobility theory, cultural self-awareness is also the basic condition for meeting teachers' needs to move from the bottom to the top. This includes explicit demand, such as professional title, salary, reputation, etc. Under the requirements of educating people with culture, the enhancement of teachers' cultural literacy will help the flow from the low to the high level. The other is implicit demand, including the enhancement of personality cultivation, will power, spiritual abundance, sense of achievement and happiness, which are the core demands of teachers, but also the most easily neglected ones. Explicit and implicit elements constitute the cultural capital of university teachers, and there is a mutual feedback and promotion mechanism between them. According to Maslow's hierarchy of needs theory, high-level life needs, whether social activities or self-realization, depend on the accumulation of cultural capital [11], and thus the characteristics of university teachers' cultural practice determine that they need to practice cultural self-awareness to meet their own development needs.

4. Strategies for Stimulating the Internal Motivation of University Teachers' Cultural Self-consciousness

Teachers are aware of the times and clear about their own emotional and developmental needs, which awakens the subconscious power of cultural self-awareness. On this basis, in addition to the establishment of professional identity and enhancement of educational sentiment, promoting teachers' self-reflection, self-directed development and cultivating practices to enhance self-efficacy through institutions and other external factors can effectively enhance the internal power of university teachers' cultural self-consciousness.

4.1. Career identity: building teachers' belief of cultural consciousness

The internal power of teachers' cultural self-awareness stems from their identification with certain values and educational culture, which implies teachers' self-awareness and knowledge of the culture where they live, and critical reflection on their mode of development, life goals, pursuit of values and the culture in which they live. It is also manifested in the sense of responsibility to educate oneself and others, the practical spirit of applying what you learn, and the sense of mission to inherit and innovate the excellent traditional culture. The establishment of such professional values requires professional identity, which is the foundation of the teaching profession and the source of cultural self-consciousness. Professional identity is the inner understanding, identification, and sense of belonging of teachers to the role expectations given by society [12], which will enable teachers to generate a sense of professional responsibility to the national society, teaching and education, improving their cultivation and enhancing the educational sentiment, which is one of the kernels

of the internal dynamics of teachers' cultural self-consciousness. Guiding college teachers to exploit the advantages of "human emotion and wisdom", show the spirit of humanity in their own development and teaching practice, make ethical reflection and value judgment, and clear their emotional needs, can accumulate rich emotional energy [13], which is the basis for the establishment of professional identity. Teachers with professional identity can position themselves with a sense of happiness, responsibility, and self-driven, and take the initiative to improve the quality of cultural nurturing, which in turn helps to improve the teacher's cultural system, reshape the values of their professional development, and enhance their professional identity, to form the core of the internal motivation of the teacher's sustained nurturing of their own. Teachers with professional identity can be clearly positioned, driven by their sense of happiness and responsibility, and take the initiative to improve their cultural education quality, which in turn helps to improve their own cultural system, reshape their professional development values, and enhance their professional identity, thus forming the core motivation for teachers to continue to educate themselves.

4.2. Institutional culture: teachers' internal motivation driven by environment

With the purpose of living and developing happily, the willpower of teachers' cultural self-awareness, manifested in the transformation of teachers' thoughts, beliefs, cultivation, duties and morals, is constructed in the process of environment recognition and constant self-inspection, which determines the degree of cultural self-awareness [14]. Universities need to build an exogenous driving mechanism of "cultivating teachers through culture" so as to lead teachers' behavioral paradigm with institutional culture.

Improving the appraisal and recruitment system. The current system provides support for the teachers' academic vitality in cultural education, but it is purely based on the logic of materialization and easy to obscure the teachers' subjective and ignore their individual differences and human needs [10]. Besides transforming the thinking that emphasizes materialistic results and discount characters and moral cultivation, universities should formulate an appraisal and recruitment system that can stimulate the implicit factors of teachers' cultural consciousness. They should also strengthen the formation of humanistic spirit and guide teachers to establish advanced and individualized ideals and beliefs, teaching styles and goals to enrich the cultivation of academic knowledge. Embedded in teachers' hearts and displayed as school culture, the spirit pursuit, values and behavior, which are formed on the basis of education philosophy, academic cultivation, and personality charisma, are key to enhance the core competitiveness of universities [8].

Cultivating teachers' information literacy and enhancing the efficiency of human-machine collaborative education. Information technology in education leads the modernization of education, and technology-enabled efficient teaching and research is one of the six major transformation directions in higher education. By building a platform to cultivate teachers' information literacy and making full use of artificial intelligence to assist in knowledge-based teaching and learning, teachers will have more energy to improve their cultural literacy and carry out "wisdom-awakening" academic research and practice of education. Xunzi emphasized that wisdom is the synthesis of knowledge, morality and practice. Qian Xuesen's "theory of meta-synthetic wisdom" emphasizes that talent cultivation is the comprehensive development of knowledge, ability, experience, art and philosophy, before wisdom is

ultimately obtained. The empowerment of AI provides strong support for this kind of wisdom education.

Building campus culture. Marx pointed out that human and environment are mutually created. The formation and development of university teachers' cultural consciousness cannot be separated from the university environment and the guidance and immersion of cultural atmosphere. Therefore, universities should make full use of the local cultural resources, optimize the development ecology of teachers and pay attention to teachers' emotional needs. They should also guide teachers' consciousness of independent development through cultural construction and cultural atmosphere, so as to enhance the subjective willingness and ability to creatively transform and creatively apply the excellent traditional culture.

Group synergy stimulates teachers' internal motivation. Influenced by the groups and organizations in which they live, teachers' thinking inertia and behavior symbiotically developed through repeated integration and adjustment with the group organizational culture[8]. Through group synergy, the individual teacher's perceived value and organizational value are synergistically consistent. Therefore, teachers obtain a sense of social identity, commitment, and enthusiasm for the organization's goals, clear the noble nature of education, and a sense of responsibility and mission. This synergistic development is an ideal model of teacher culture[11], which includes the synergy of the teachers' team, the organizations of universities, as well as the synergy between universities and with localities and enterprises. Universities establish a level-by-level synergistic mechanism to promote teacher development[15], construct synergistic knowledge and concepts through synergistic learning, exchanges, sharing, and creation among organizations, and achieve reciprocal development of individuals to enhance teachers' sense of self-worth, which can effectively stimulate the internal motivation of teachers' self-improvement.

4.3. Reflective Thinking: Stimulating Teachers' Self-Awareness

The development of philosophy, psychology, and theory of knowledge emphasized the value of the individual in practice and valued individual reflection. Educator Dewey introduced reflective thinking into education, which involves eliciting skepticism in thinking and exploring solutions [16]. Teachers' reflective thinking follows three interlocking cycles of self-awareness, problem analysis and solution and practice. As a necessary condition for teachers to actively practice cultural self-awareness, guiding them to think reflectively helps to raise their awareness of the current development of education, promote self-recognition and awaken the internal development motivation. The organization of various teaching and research activities, such as conducting group collaboration and discussions, setting problem contexts, thickening cultural atmosphere, can cultivate teachers' reflective thinking habits through which they constantly examine themselves and enhance the awareness of continuous self-improvement. By means of cultural reflection, the core value system of excellent traditional Chinese culture can be constructed, and the responsibility of cultural inheritance and innovation can be clarified. Reflective education establishes teachers' education thinking which is humanistic, emotional, and visual educational and innovative thinking which is based on flexibility, dispersion, and independence. Reflective thinking can stimulate self-awareness, one of the endogenous driving elements for teachers to practice cultural self-awareness.

4.4. Self-orientation: enhancing the subjectivity and purposefulness of cultural self-consciousness

Emphasizing teachers' "subjectivity" and guiding self-directed development is one of the main ways to enhance their cultural self-awareness and internal motivation. Educator Knowles pointed out that self-oriented learning, initiated by individuals themselves, is a process in which an individual evaluates his or her learning needs, forms goals, determines learning resources, independently chooses a development path and evaluates the results. Self-orientation, which can break through the paradigm dominated by technical and instrumental rationality in the development of college teachers, promote teachers to turn to subjectivity and endogenous development [17]. Closely related to external institutional support, learning resources, etc., teachers' self-orientation is a unity of personality tendencies and reflection of environment and culture atmosphere, which can be cultivated through systematic guidance [18]. Based on the theory, teachers need to clarify their self-orientation and set development goals. American psychologist Maltz said that the human subconscious, without any thinking ability, has only one role, that is to help you achieve your goal. Once the goal is set, the subconsciousness will mobilize all the resources to help you achieve it. So clear goals are the origin of self-oriented development and endogenous motivation. Therefore, universities should pay attention to motivational factors like teachers' emotional level and self-value fulfillment, guide teachers to establish their own development goals and stimulate their potential for self-directed development.

4.5. Educational practice: strengthening teachers' self-efficacy

According to the behavior logic based on field theory, human behavior is governed by a three-dimensional structure: physical, psychological and social [4]. In the psychological aspect, the internal motivation of teachers' cultural self-consciousness is also closely related to the individual's sense of professional efficacy and self-efficacy. Teachers' self-efficacy can be acquired in education practices. To analyze the objective performance and subjective mentality of actors holistically, Pierre Bourdieu's theory of social practice incorporates actors into a visualization system with systematic analysis elements consisting of the field of practice, capital, and habitus [14]. In the educational fields composed of various institutional environments, university teachers carry out education practices based on habitual thinking, behavioral styles and hard and soft conditions. They gain external benefits such as economic, reputational, as well as psychological rewards and internal benefits like social and group recognition. Then they judge their expectations and sense of gain to decide whether or not to continue their actions. Therefore, the external and psychological rewards of teachers' education practices are an effective way to enhance their sense of professional efficacy and self-efficacy.

The logical starting point of university teachers' cultural self-consciousness is based on the social practice theory. The external starting point is that in the educational field, most universities have already promoted the system of ideological and cultural education. Another starting point is to pay attention to the value of teachers' rationality and to stimulate their dynamic value and spiritual motivation from the perspective of the action orientation and individuality experience [19]. To reap the value identity through the unity of knowledge and action can naturally strengthen the sense of professional effectiveness and self-efficacy. This will enhance teachers' interest in education, and the interest itself is the greatest internal motivation, which will prompt them to further improve their cultural cultivation and actively practice cultural self-awareness, thus forming a positive cycle.

5. Conclusions

Teachers are the decisive force in improving the quality of higher education. To guide college teachers to understand the development trend and the requirements of the new stage of higher education can awaken their awareness of the times. To clarify the connotation of cultural self-consciousness, it is essential to be familiar with the core values and wisdom of the excellent traditional culture. Besides, it is also necessary to understand the challenges, their own emotional and development needs and the internal motivation to stimulate the emotional power of cultural self-consciousness. On this basis, it requires to formulate stimulating strategy of the internal power of university teachers' cultural self-consciousness from the two aspects: internal factors and externally-driven internal factors, aiming to promote university teachers' self-consciousness in practicing excellent traditional cultural and to enhance their initiative and effectiveness of cultural education for themselves and others.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Funding

This article is supported by the following items:

- (1). 2021, Shandong University of Science and Technology Curriculum Ideological and Political Demonstration Project (YJSKCSZ2021038);
- (2). 2022, Shandong Province High Quality Education Teaching Resource Project for Graduates: Modern Transportation Cutting-edge Course Case Base Construction (SDYAL2022051);
- (3). 2023, "Stars Program" of Shandong University of Science and Technology: Research and Practice of Integrating Excellent Traditional Chinese Culture into Engineering Education (QX2023M46).

References

- [1] Li, G.; Hu, Y.Y. Appeal, Current Situation, Solution to the Cultural Consciousness of Teachers in Tertiary Foreign Language Education in the New Era. *Continue Education Research*, 2021, (6), 59-64.
- [2] Xu, Y.C.; Zhu, B. Cultural Self-awareness and Realisation of University Teachers in the Context of Internationalisation. *Journal of Changchun Education Institute*, 2019, 35(04), 3-6.
- [3] Zhao, H. Exploring the Path of Young Teachers Practising Chinese Traditional Culture in Colleges and Universities under the Perspective of Cultural Consciousness. *University*, 2021, (34), 128-130.
- [4] Huang, J.L.; Chen, Z.N.; Song, H. An Investigating into the Optimal Theory of Endogenous Motivation for Teacher Professional Development in Qinghai-Tibet Plateau. *Journal of Northwest Normal University (Social Sciences)*, 2021, 58(04), 64-76.
- [5] Wang, R.Y.; Yu, H.M. Research on the Endogenous Dynamics and Formation Mechanism of Open University Teachers' Professional Development. *Journal of Vocational Education*, 2020, 36(11), 98-103.

- [6] Zhou, H.T.; Hu, W.S. Stimulating the Endogenous Motivation of University Teachers' Input into Undergraduate Teaching. *Jiangsu Higher Education*, 2020, 04, 16-21.
- [7] Qu, L.Y. Building a High-quality Higher Education System with 'Three New Things'. *China Higher Education*, 2021, (5), 21-23.
- [8] Li, Z.F. Research on Promoting Teacher's Soft Power in Colleges and Universities. *Teacher Education Research*, 2016, 28(05), 24-29.
- [9] Wang, Y.B.; Wang, J. Research on the Path of Integrating Chinese Excellent Traditional Culture into the Construction Professional Ethics of Young University Teachers. *Journal of Jilin Normal University (Humanities & Social Science Edition)*, 2021, 49(05), 102-108.
- [10] Lu, Y. The Materialized Logic of Academic Vitality of University Teachers and Its Governance. *Teacher Education Research*, 2021, 49(05), 102-108.
- [11] Luo, H. Research on Accelerating the Accumulation of Cultural Capital of University Teachers. *Journal of Wenzhou University (Social Science Edition)*, 2022, 35(02), 100-106.
- [12] Yan, J.Z.; Li, X.X. Analysis on the Knowledge Structure of College Teacher Educators. *Teacher Education Research*, 2019, 31(04), 28-33.
- [13] Liu, C.; Chen, P. Alienation and Reconstruction of Endogenous Dynamics of Teachers' Growth: A Perspective Based on the Crisis of Modernity. *Teacher Education Forum*, 2021, 34(12), 21-24.
- [14] Wang, H.J.; Wang J.S. Research on Formation Logic and Accumulation Path of College Physical Education Teachers' Cultural Capital. *Heilongjiang Researches on Higher Education*, 2019, 06, 88-92.
- [15] Tan, W.; Wu, T.Q. Collaborative Mechanism of Improving the Cultural Literacy of Young Teachers in Colleges and Universities in the New Era: The Case of Tongji University. *Journal of Higher Education Research*, 2019, 42(02), 93-99.
- [16] Shi, J.Q.; Ye, J.Y. On the Practice-Facilitation-Reflection Oriented Faculty Development. *Teacher Education Research*, 2017, 29(06), 81-87.
- [17] Yu, Y.H.; Chen, G. Stimulating Endogenous Motivation and Promoting Autonomous Development: Constructing a Self-Directed Teaching Development Model for Teachers in Local Colleges and Universities. *China University Teaching*, 2018, (05), 78-81.
- [18] Xu, X.W.; Zhang, G.P. Research on the Impact of Teachers' Self-directed Learning of Private Colleges on Teaching Involvement. *Teacher Education Research*, 2020, 32(05), 16-23.
- [19] Yu, L. A Brief Discussion on the Chinese Excellent Traditional Culture Literacy of Ideological and Political Theory Teachers in Colleges and Universities. *Beijing Education*, 2017, Z1, 13-16.



© 2025 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)