

A Study of the Strategies to Integrate Curriculum Ideological and Political Education into the Talent Cultivation of Chinese-Foreign Cooperatively-run Schools

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Abstract: Chinese-foreign cooperatively-run schools are important institutions to realize the internationalization of Chinese higher education and they have achieved remarkable results in cultivating innovative talents with international competitiveness. In recent years, Chinese-foreign cooperatively-run colleges and universities have been expanding over the past decades. In the process of integrating Chinese and foreign educational resources, the curriculum ideological and political education has encountered unprecedented challenges. It is believed that both Chinese and foreign parties can help improve the thinking modes, seek common features between Chinese ideological and political elements and foreign moral education elements, and reach a consensus on concepts to set up courses for Chinese-foreign cooperatively-run schools. Both parties of Chinese-foreign cooperatively-run institutions will strengthen the idea of incorporating curriculum ideological and political education into the whole process of talent cultivation and seek countermeasures and suggestions. This paper mainly discusses the problems existing in the ideological and political education of Chinese-foreign cooperatively-run institutions and programs and further explores the measures to integrate curriculum ideological and political education with the courses from the perspective of moral education, reaching consensus of concepts, building a community of education and achieving a sustainable development of the cooperative education.

1. Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities held in 2016, it was emphasized that ideological and political courses and other various courses should go in the same direction and form a synergistic effect. At the National Undergraduate Education Work Conference of Colleges and Universities in the New Era held in June 2018, Chen Baosheng, Minister of the Ministry of Education, emphasized that colleges and universities should clarify the educational elements and responsibilities of all courses, and promote the curriculum design of

ideological and political courses so that ideological and political elements are embedded in each course and every teacher shoulders his responsibility of cultivating talents. In the Chinese-foreign cooperatively-run schools, students are influenced by multiculturalism. The clash of various ideological concepts and the collision of multicultural ideological trends will easily lead to the deviation of values for them who do not have mature thinking abilities and can be easily influenced. It is particularly important to carry out practical and effective curriculum ideological and political education for students in Chinese-foreign cooperatively-run institutions, improve their comprehensive quality, cultivate their sense of identity and love of their country.

2. Current Situation of Integrating Curriculum Ideological and Political Education with Talents Cultivation of Chinese-foreign Cooperatively-run Schools

In China, the importance of curriculum ideological and political education and the construction of college curriculum ideological and political education have received great attention from scholars. Qiu Weiguang (2017) pointed out that curriculum ideological and political education is of great significance for colleges and universities to adhere to the socialist direction of running colleges and universities, implement the fundamental task of cultivating students' moral values, and ensure that such education runs through the whole process of education [1]. Gao Deyi and Zong Aidong (2017) proposed to build a college curriculum education system that integrates ideological and political theory courses, comprehensive literacy courses and professional courses [2]. Shi Wei (2018) believes that there are ideological and political courses in how to coordinate with ideological and political courses and how to connect with disciplines. The system, the education and teaching system, and the security system are effectively connected and other issues [3]. How Chinese-foreign cooperatively-run education can shape the core values of socialism for students in the context of multiculturalism has always attracted the attention of experts and scholars in the field of Chinese-foreign cooperatively-run education. Miao Hui (2020) strengthens the cultivation of students' non-professional technical abilities to improve the education quality of Chinese-foreign cooperatively-run schools through a four-dimensional integrated curriculum construction and management model of "teaching resources + teaching staff + textbook construction + system guarantee" [4]. Zheng Chunhe and Ren Xinhong (2019) proposed that students' ideology, values, and cultural identity in a multicultural learning environment should be adapted to different degrees [5]. Colleges and universities should actively seek new mechanisms for ideological and political education while exploring and promoting international development. However, there is very little research on the whole process of ideological and political integration into Chinese-foreign cooperatively-run education talent cultivation.

In foreign countries, although there is no clear concept of ideological and political education, colleges and universities have infiltrated moral education into all aspects of student training, which is reflected in the following aspects. First, the goal of moral education is clear. For example, the United States emphasizes cultivating students' "sense of loyalty to the country". For example, Singapore pays attention to the national identity education for students [6]. South Korea pays attention to the national spiritual education for students. Second, there are various ways to guide the process. Universities in developed countries such as the United Kingdom and the United States attach great importance to the influence of ideological and moral development on students through liberal education, liberal arts education and moral factors in ordinary courses. Third, it needs to highlight the channels of practical education. Foreign colleges and universities believe that the essence of education lies in educating people how to survive in the society and love their life and work. Therefore, their education attaches great importance to guiding students to enhance their

moral awareness, improve their sense of moral responsibility, and cultivate moral emotions in practice.

Literature review shows that foreign colleges and universities have no direct research results on curriculum ideological and political education, and they mainly conduct research and practice around moral education. What's more, Chinese researchers have reached consensus on the importance and necessity of curriculum ideological and political education in colleges and universities. Meanwhile, colleges and universities also attach great importance to the curriculum ideological and political education. In May 2020, the Ministry of Education issued the "Guidelines for Ideological and Political Construction in Colleges and Universities", which clarified the "what, how, and who will do it" for curriculum ideological and political construction, made clear and specific requirements for public courses, professional courses and practical courses [7]. However, starting from the talent cultivation system, there is very little research on the curriculum ideological and political education of Chinese-foreign cooperatively-run institutions. In addition, because the talent cultivation plan of Chinese-foreign cooperatively-run institutions is mainly based on the introduction of foreign parties, it is difficult to follow the "Guidelines for the Ideological and Political Construction in Colleges and Universities". Therefore, it has become an urgent issue to integrate curriculum ideological and political education into the talent cultivation system of Chinese-foreign cooperatively-run schools.

3. Problems Existing in the Ideological and Political Education of Chinese-foreign Cooperatively-run Schools

Currently, most Chinese-foreign cooperatively-run schools pay more attention to curriculum ideological and political education, but there are still many problems in the process of carrying out the courses. For example, curriculum ideological and political concepts and overall planning are not systematic and scientific. Most of the time, only Chinese side performs the task, and there is no coordination and linkage with the foreign counterpart for this aspect. Therefore, the ideological and political elements have not been truly integrated into the professional courses provided by the foreign universities. Furthermore, the ideological and political elements of the courses do not reflect the characteristics of the talent cultivation objectives of Chinese-foreign cooperatively-run schools in content. Curriculum ideological and political education team has not formed a cooperative community between Chinese and foreign parts. What's more, the quality and ability of the education team needs to be improved urgently. The long-term effect of the curriculum ideological and political construction system and mechanism is insufficient, and there is a lack of endogenous motivation.

4. Possibility of Integrating Curriculum Ideological and Political Education with Talent Cultivation of Chinese-foreign Cooperatively-run Schools

Colleges and universities all over the world attach importance to guiding the students' the world outlook, values and ethics, helping students grow into the mainstay of social development, and grow into elites at all levels of society. Ideological and political education has its rationality, inevitability and importance in the universities of various countries. Therefore, in Chinese-foreign cooperatively-run schools, the Chinese side needs to fully communicates with the foreign side, so that they can understand that China's curriculum ideology and their country's moral education have many similarities in content, form and characteristics. It is possible to have a consistent consideration of the quality of international talents based on national sentiment, responsibility and obligation, moral quality, personal character, professional ethics and artisan spirit.

5. Suggestions for Integrating Curriculum Ideological and Political Education with Talent Cultivation of Chinese-foreign Cooperatively-run Schools

5.1 Clarifying the Connotations of Curriculum Ideological and Political Education

The Ideological and Political Course is not a specific course, but an educational and teaching concept, which not only focuses on knowledge transfer and ability training, but also has the function of ideological and political education, helping students to correctly establish a world outlook, outlook on life, and values. The role of curriculum ideological and political education is also a way of thinking. Not only should the educational goals and teaching goals be placed in an equally important position when designing the curriculum, but also be good at empathy in system design and practice. Students need to focus on the professional attributes of the course, learn to analyze, transform and absorb the essence of Chinese and foreign moral education concepts and practical methods, and explore the cultural genes and value paradigms contained in the course.

5.2 Reaching a Consensus on the Concept between Chinese and Foreign Parties

Based on the goal of international talent cultivation, the two parties of Chinese-foreign cooperatively-run schools conducted in-depth discussions on the connotation of international talent literacy, and reached an agreement on the importance of cultivating students' international talent literacy and the necessity of integrating it into the talent cultivation process. In the era of globalization, Chinese-foreign cooperatively-run education should put forward higher requirements for students' global awareness, show their love for their countries, encourage students to shoulder their responsibility and obligation, cultivate their moral quality, personal character, professional ethics and artisan spirit. Therefore, these elements are refined and incorporated into teaching materials, lesson plans, and training processes based on the consensus reached the two parties of the joint program.

5.3 Carrying out the Ideological and Political Construction of Professional Courses

Curriculum ideological and political education needs to be integrated into each course. Students explore the ideological and political education elements in different courses, combine the professional content, and design the course ingeniously. While giving professional knowledge, teachers need to help the students improve their overall quality such as communication, dedication and trustworthiness, solidarity and mutual assistance, optimism, and hardworking spirit. Meanwhile, students are cooperative with their teachers to carry out relative activities actively, give full play to the demonstration and role of high-quality courses, and create a comprehensive, progressive, and similar course thinking system according to the actual situation of the curriculum.

5.4 Carrying out Moral Education

Curriculum ideological and political education is interweaved with the teaching practice, and students are guided to objectively and truly understand the employment situation, present status of industry and enterprise needs when they formally enter the practice process. In the process of practice, students gradually form a sense of responsibility and mission, adjust their career planning according to the needs of social development, establish a correct view of talent and pursuit of professional quality through industry and enterprise practice.

5.5 Leveraging Innovation and Entrepreneurship Education for Ideological and Political Education

Innovation and entrepreneurship education can work as the carrier to help create an atmosphere where ideological and political education runs through the whole process of college talent cultivation. At the initial stage of innovation and entrepreneurship, life topics and philosophical issues are related with the basic courses of entrepreneurship and innovation, which can help students to improve their innovative awareness, stimulate their innovative thinking, and cultivate their entrepreneurial spirit. Some students who are top at their major studies can also carry out innovative practice, relevant education on laws, safety rules and ethics so that students can understand the basic requirements of their future profession so as to help them better establish good professional ethics, professionalism, safety and ethics.

5.6 Building a Community of Education for both Chinese and Foreign Parties

Various approaches can be used to improve and ensure the education level of the teaching staff, such as adhering to the principle of teacher selection and a high-level starting point, open recruitment and competition, comprehensively inspect candidates from the perspective of ideological morality, work ability and career development, and select the best for admission. The actual professionalization level of the team can help formulate effective training programs, improve the professionalism, knowledge and ability level of the team, and carry out some training courses related to pedagogy, psychology and sociology, etc. The recognition of Chinese culture and the cross-cultural communication skills of Chinese teachers have formed a strong community of education and shared the mission of Chinese-foreign cooperatively-run education.

5.7 Ensuring the Sustainable Development of Curriculum Ideological and Political Education

Curriculum ideological and political construction can be led by the person who is in charge of the teaching job of both parties, and coordinate the two sides to jointly promote the curriculum ideological and political education. They can strengthen the performance assessment, conduct regular surveys, feedback and evaluations, and establish a dynamic evaluation model. Meanwhile, regular supervision and rectification are also conducted to improve the link between the two sides. Chinese teachers' participation in the curriculum ideological and political education is connected with their annual performance assessment, professional evaluation and financial reward. Students can also be rewarded for their participation and performance in the development and maintenance of ideological and political course websites and other social media platforms. Chinese-foreign cooperatively-run institutions will also purchase relevant textbooks and books, hire experts and scholars to give lectures, carry out ideological and political practice activities and conduct other activities to promote the all-round development of the curriculum ideological and political education within the joint program.

6. Conclusions

In summary, the curriculum ideological and political education cannot be limited to curriculum construction, but must be incorporated into the entire process of the talent cultivation plan, running through the practice and innovation and entrepreneurship education. It is necessary to innovate teaching methods and means. What's more, foreign parties also need to participate in the curriculum ideological and political construction of Chinese-foreign cooperative education, and form a co-education community with the Chinese side. If both Chinese and foreign parties can reach a

consensus on the elements of ideological and political and moral education as well as the integration methods, they can pay more attention to the scientific and innovative development of educational methods, pay attention to the students' needs and requirements and the overall studying and teaching atmosphere. The spiritual communication between teachers and students will definitely achieve the effect of educating people, ensure the good effect of curriculum ideological and political education, and cultivate new talents of the era who can not only take on the responsibility of national rejuvenation, but also solve global problems.

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