

Research on the Problems and Countermeasures of Ideological and Political Education for Students in Sino-foreign Cooperative Education

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Abstract: With the acceleration of globalization, Sino-foreign cooperative education has become a significant trend in the field of education. Against this backdrop, issues in students' ideological and political education have become increasingly apparent. This paper deeply explores the importance, current situation, problems faced, and strategies to address these issues in the ideological and political education of students under the Sino-foreign cooperative education model. Through literature review, case analysis, and field research, this study analyzes the main problems faced by students' ideological and political education in Sino-foreign cooperative education and proposes corresponding strategies.

1. Introduction

In the tide of globalization, the internationalization of education has become an irreversible trend. Sino-foreign cooperative education, as an important avenue for the internationalization of Chinese higher education, not only provides Chinese students with the opportunity to receive international education but also provides a platform for the international dissemination of Chinese culture and the integration of international culture into the local context. This educational model helps students broaden their international horizons, enhance their cross-cultural communication abilities, and also promotes the internationalization process of Chinese education.

Ideological and political education plays a vital role in Sino-foreign cooperative education, as it guides students in forming correct values and strengthens national identity and cultural confidence. Faced with the influence and challenges of multiculturalism, strengthening ideological and political education is particularly important to ensure that students can adhere to the correct value orientation in a globalized environment.

However, under the special context of Sino-foreign cooperative education, ideological and political education faces a series of unique problems and challenges. These issues include how to maintain students' identification with Chinese core values in a multicultural environment, how to handle the differences between Chinese and foreign education systems and teaching methods, and how to ensure the quality of teacher resources and education. The existence of these problems requires us to adopt effective strategies in the practice of ideological and political education.

Additionally, since the talent cultivation plans of Sino-foreign cooperative education institutions are primarily based on the introduction of foreign resources, it is challenging to fully comply with the "Guidelines for Ideological and Political Construction in Colleges and Universities"^[1].

This study aims to explore the problems faced by students' ideological and political education in Sino-foreign cooperative education and to propose corresponding countermeasures. Through literature review, case analysis, and field research, this study will analyze the main problems faced by students' ideological and political education in Sino-foreign cooperative education and propose corresponding strategies, thereby providing a reference for Sino-foreign cooperative education institutions and promoting their in-depth development in the integration of cultural aesthetics and ideological and political education.

2. The Importance of Ideological and Political Education for Students in Sino-foreign Cooperative Education Models

In recent years, recognizing the significance of ideological and political education, there has been a strategic focus on advancing its development within Chinese-foreign cooperative education. This involves reinforcing the strategic aspects of ideological and political teaching to ensure its effectiveness and progression^[2]. The importance of ideological and political education for students in Sino-foreign cooperative education models is reflected on multiple levels.

1) Cultural Heritage and Value Guidance. Ideological and political education helps to pass on China's excellent traditional culture and core socialist values, while guiding students to understand and respect values from different cultural backgrounds, forming comprehensive and balanced value concepts.

2) Cultivation of National Identity. Through ideological and political education, students can strengthen their understanding of the country's history, culture, and political system, fostering a sense of national identity and pride, laying the foundation for becoming responsible citizens.

3) Enhancement of Cross-cultural Communication Skills. In a multicultural environment, ideological and political education can cultivate students' cross-cultural communication skills, enabling them to communicate and interact effectively on the international stage and showcase China's soft power. Maximizing the display of the cultural value of ideological and political education can significantly bolster the self-assurance required to establish the preeminence of our cultural identity within the context of multiculturalism^[3].

4) Formation of a Global Perspective. Ideological and political education focuses not only on local culture but also on the cultivation of a global outlook, helping students understand international relations and global issues in the context of globalization, preparing them to become talents with an international perspective.

5) Cultivation of Critical Thinking. When faced with collisions of different cultures and ideologies, ideological and political education encourages students to develop critical thinking, learn to think independently and make rational judgments, forming their own views and positions.

6) Strengthening of Social Responsibility. Ideological and political education emphasizes the connection between the individual and society, cultivating students' sense of social responsibility and collectivist spirit, motivating them to actively participate in social services and public affairs.

7) Ability to Meet Challenges. In the era of globalization and informatization, students face various ideological and cultural challenges. Ideological and political education helps them identify and deal with these challenges, maintaining clear thinking and firm beliefs.

8) Promoting Educational Equity. Ideological and political education also focuses on educational equity and equal opportunities, ensuring that all students can receive high-quality educational resources and equal development opportunities under the Sino-foreign cooperative education

model.

In summary, ideological and political education plays an essential role in the Sino-foreign cooperative education model. It is not only related to the personal development of students but also to the future of the country and the progress of society.

3. Special Analysis of Ideological and Political Education for Students under the Sino-foreign Cooperative Education Model

The special analysis of ideological and political education for students under the Sino-foreign cooperative education model reveals the profound impact of this educational model on students' value formation and ideological identification. This specificity is mainly manifested in the following aspects.

1) Value Formation in a Multicultural Background. In the environment of Sino-foreign cooperative education, students are not only exposed to Chinese traditional culture and socialist core values but also widely exposed to and learn about foreign cultures and value concepts. This integration of diverse cultures provides students with a broader perspective, but it may also lead to confusion and conflict in their value choices. Therefore, ideological and political education needs to guide students to understand and respect multiculturalism while helping them establish correct value judgment and choice abilities.

2) Differences in Educational Philosophy and Teaching Content. Sino-foreign cooperative education institutions often integrate educational philosophies from both China and abroad. This difference requires innovation in the content and methods of ideological and political education. For example, Western education may emphasize individual freedom and critical thinking, while Chinese education focuses more on collectivism and social responsibility. Ideological and political education should seek balance in these differences, cultivating students' independent thinking skills while guiding them to develop a sense of social responsibility.

3) Students' Independence and Critical Thinking. Students in Sino-foreign cooperative education usually possess strong independence and critical thinking abilities, which set higher demands for ideological and political education. Educators need to adopt more interactive and discussion-based teaching methods, encouraging students to participate actively and think deeply, rather than simply accepting knowledge. This approach can enhance students' sense of participation and identity, improving the practical effectiveness of ideological and political education.

4) Ideological and Political Education with an International Perspective. A significant proportion of students in Sino-foreign cooperative education will have the experience of studying or exchanging abroad, which requires ideological and political education to not only focus on local culture but also have an international perspective. The content of education should include topics such as China's development from a global perspective, international responsibility, and global governance, helping students better understand and disseminate the Chinese voice on the international stage, while enhancing their international competitiveness and patriotic sentiments.

5) Chinese and foreign partners often have distinct value orientations. Chinese universities and educational institutions actively engage in Sino-foreign cooperative education with the ultimate aim of cultivating well-rounded individuals who are committed to socialism with Chinese characteristics, embodying qualities that are red (ideologically sound), professional, competent, and versatile. In contrast, foreign partners in such collaborations may prioritize enhancing the school's prestige and increasing its global visibility^[4].

In summary, the ideological and political education of students under the Sino-foreign cooperative education model needs in-depth analysis and innovative practice at multiple levels, including multicultural integration, differences in educational philosophy, student characteristics,

and an international perspective, to cultivate compound talents who have an international vision and are deeply rooted in Chinese culture.

4. Problems Faced by Ideological and Political Education for Students in Sino-foreign Cooperative Education

Under the Sino-foreign cooperative education model, the challenges faced by students' ideological and political education are complex and multi-dimensional, affecting not only the transmission of educational content but also the adaptation of educational methods and the achievement of educational goals.

Due to the integration of foreign instructors, curricula, and pedagogical approaches within Sino-foreign cooperative programs, there is a challenge in harmonizing the ideological and political aspects of the curriculum. This challenge manifests as a "clash" in teaching philosophies between Chinese and international educators, a "mismatch" in the integration of Chinese and foreign educational materials, and a "gap" in the alignment of educational objectives across different campuses^[5].

1) Challenges of Cross-cultural Communication and Ideological Identity. In the globalized educational environment, students' ideological and political education needs to find a balance amidst the collision and integration of diverse cultures. Students in Sino-foreign cooperative education programs often come from different cultural backgrounds, and their values and political views may differ significantly. This diversity is both a treasure for education and a challenge for ideological and political education. Educators need to design courses and activities that promote cultural exchange and understanding, while guiding students to form an identity with and respect for China's core values within a multicultural context. This requires ideological and political education to not only impart knowledge but also to cultivate students' cultural sensitivity and critical thinking skills.

2) Differences in Education Systems and the Selection of Ideological Education Content. Sino-foreign cooperative education programs often integrate the education systems and teaching methods of both China and foreign countries. This integration, while providing students with an international educational experience, also brings complexity to the selection of content for ideological and political education. Chinese institutions emphasize the education of Chinese socialist thought with characteristics, while foreign institutions may focus more on Western ideological and political theories. Finding a balance between these two different educational systems to ensure that students receive comprehensive, objective, and diverse ideological and political education is a problem that Sino-foreign cooperative education programs need to address. In addition, educators also need to consider how to integrate the content of ideological and political education with professional courses, so as to meet the requirements of international education while reflecting Chinese characteristics.

3) Teacher Resources and the Assurance of Education Quality. Teacher resources are key factors in ensuring the quality of students' ideological and political education. In Sino-foreign cooperative education programs, the teaching staff is often composed of both Chinese and foreign teachers, who may differ in educational background, teaching experience, and teaching methods. These differences may lead to inconsistent teaching quality, affecting students' learning experience and the effectiveness of ideological and political education. Therefore, Sino-foreign cooperative education programs need to strengthen the training and management of teachers, improve their professional literacy and teaching ability, and ensure that they are competent in the task of ideological and political education. At the same time, the program should establish and improve teacher assessment and incentive mechanisms to encourage teachers to innovate in teaching methods and improve

teaching quality.

4) In Sino-foreign cooperative education initiatives, there is a noted tendency for the weakening of party and league organizations. These programs are designed to foster students with a global perspective and develop high-caliber, internationally-minded talents. However, some of these cooperative projects do not prioritize party and league construction, resulting in an incomplete organizational system. This leads to a lack of enthusiasm among students for joining these organizations and a general passivity in party and league activities^[6].

In addition to the above challenges, students' ideological and political education under the Sino-foreign cooperative education model also faces other issues, such as meeting students' personalized needs, adapting to the educational environment, and establishing an educational evaluation system. Solving these problems requires continuous exploration and innovation in practice by Sino-foreign cooperative education programs to adapt to the ever-changing educational needs and challenges.

5. Research on Countermeasures for Ideological and Political Education of Students in Sino-foreign Cooperative Education

Research on countermeasures for the ideological and political education of students under the Sino-foreign cooperative education model requires us to delve into and implement a series of innovative strategies. These strategies are designed to tackle current challenges and enhance the overall effectiveness of education.

1) Initially, it is essential to foster a conducive educational environment that encompasses the classroom, campus, and a comprehensive multimedia educational framework to enhance the efficacy of ideological and political education. Moving away from the current model characterized by time-consuming, monotonous teaching methods, and unengaging content, we should embrace dynamic teaching strategies. This includes organizing a variety of enriching cultural activities, integrating theoretical knowledge with practical experiences, and balancing abstract concepts with tangible examples. By leveraging the unique strengths of Sino-foreign cooperative educational models, we can promote learning both inside and outside the classroom and cultivate an equitable and harmonious educational setting^[7].

2) In response to the challenges of cross-cultural communication and ideological identity, a more proactive cultural integration strategy is needed. This includes establishing multicultural festivals that provide students with opportunities to showcase and experience the cultural traditions of different countries; initiating international student exchange programs to foster direct interaction and understanding among students; and utilizing digital media and social platforms to create forums for cross-cultural dialogue and discussion.

3) Given the differences in educational systems, our ideological and political education should adopt more flexible and inclusive teaching methods. This can be achieved by developing bilingual teaching materials that combine an international perspective with the theory of socialism with Chinese characteristics; designing comparative ideological and political education courses that allow students to analyze and discuss the political systems and social issues of different countries; and introducing case study teaching methods to enhance students' critical thinking skills through the analysis of current affairs cases from both domestic and international contexts.

4) To ensure the quality of teacher resources and education, it is crucial to regularly implement professional development plans for teachers, including domestic and international seminars and workshops; establish teacher exchange programs that allow teachers to engage in teaching and research at partner institutions abroad; and set up a teaching innovation fund to encourage teachers to develop new teaching methods and curriculum content.

Furthermore, to ensure the effectiveness and relevance of ideological and political education, it is necessary to regularly evaluate and update the curriculum to keep its content and methods in line with the times. At the same time, schools should strengthen research on students' needs for ideological and political education to better meet their expectations and demands, and establish a feedback mechanism to collect and respond to students' opinions and suggestions in a timely manner.

Through these comprehensive measures, we can provide students in the Sino-foreign cooperative education model with a richer, more diverse, and international environment for ideological and political education. This helps students develop a comprehensive worldview and set of values, and enhances their cultural confidence and international competitiveness. The implementation of these measures will contribute to the cultivation of socialist builders and successors who can adapt to the challenges of globalization, possess an international perspective, and have a patriotic sentiment.

6. Summary and Outlook

This paper, through in-depth analysis of the current state of ideological and political education for students under the Sino-foreign cooperative education model, has revealed the multiple challenges faced in this field and proposed a series of targeted countermeasures. The study points out that factors such as multicultural backgrounds, differences in educational philosophy, an internationalized educational environment, and students' individual characteristics collectively shape the complexity of ideological and political education. These factors may lead to significant fluctuations in students' value formation, cultural identity, and political beliefs. To address these challenges, the countermeasures proposed in this paper focus on the following areas.

1) Strengthening the Teacher Team. Enhancing teachers' cross-cultural teaching abilities and ideological and political education levels is key to improving the quality of education. This means that teachers should not only have a solid professional knowledge base but also be able to understand and respect the needs of students from different cultural backgrounds and effectively convey the content of ideological and political education in a multicultural environment.

2) Innovating Educational Content and Methods. Integrating ideological and political education with professional courses can enhance the attractiveness and appeal of education and help students better understand and absorb the content of ideological and political education. This integration can be achieved through innovation in curriculum design, teaching activities, and assessment methods.

3) Enhancing Campus Cultural Construction. Creating a positive educational atmosphere is crucial for the comprehensive development of students. This includes organizing various cultural activities, lectures, and seminars, as well as establishing a supportive and inclusive campus environment, which promotes students' cultural identity and value formation.

4) Utilizing Information Technology. Information technology provides new channels and tools for ideological and political education. Online courses, social media, and digital platforms can expand educational channels, improve accessibility and interactivity, and thus enhance educational outcomes.

Practice has shown that these countermeasures help to a certain extent to solve the problems faced by ideological and political education in Sino-foreign cooperative education, but they still need to be continuously adjusted and improved in practice. This requires educators to continuously pay attention to students' needs and feedback, as well as changes in the educational environment, in order to timely adjust educational strategies and methods. In addition, ongoing research and evaluation are needed to ensure that the measures taken can effectively promote students' ideological and political education and lay a solid foundation for their future learning and career. Additionally, educators need to enhance the proactive engagement of teachers in Sino-foreign

cooperative programs regarding curriculum ideological and political construction, emphasize the guiding role of values, and refine the monitoring system for international education quality^[8]. Through these efforts, Sino-foreign cooperative education institutions can better adapt to the trend of globalization in education while maintaining the quality and effectiveness of education.

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