

Curriculum Ideological and Political Practice: Enhancing Cultural Confidence and Cross Cultural Exchanges in Sino Foreign Cooperative Education

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Abstract—This study combines quantitative and qualitative analysis methods to explore the educational intervention effect of Ideological and political education in the context of Sino foreign cooperation in running schools, focusing on its impact on students' cultural identity, cultural confidence, and intercultural communicative competence. Taking the French language and culture course in the Sino French cooperative school running project of a university in Guangdong Province as a case, this study constructs the correlation model between the course's ideological and political education and students' cross-cultural literacy. The results show that there is a positive correlation between curriculum ideological and political education and cultural identity, and there is a strong positive correlation between cultural self-confidence and intercultural communicative competence. Multiple regression analysis further confirmed the positive impact of curriculum ideological and political education on cultural confidence and intercultural communicative competence. These findings provide a theoretical basis for the application of Ideological and political education in cross-cultural education, especially in the context of Sino foreign cooperation in running schools, which shows its potential in cultivating students' cultural confidence and cross-cultural communicative competence.

Keywords—curriculum ideological and political education, Chinese foreign cooperation in running schools, cultural identity: intercultural communicative competence

I. INTRODUCTION

The introduction of curriculum ideological and political education into higher education is the concrete embodiment of contemporary globalization and cultural integration to promote the transformation of education. The course of Ideological and political education emphasizes the integration of values guidance in knowledge teaching, and helps students establish a correct world outlook, outlook on life and values [1]. In the higher education system, college foreign language teaching, as an important part, is gradually integrated into the ideological and political concept of the curriculum to

support the fundamental task of “cultivating morality and talents”. In the context of Sino foreign cooperation in running schools, this exploration is particularly meaningful. It not only promotes the two-way exchange of knowledge and culture, but also provides students with valuable intercultural practice opportunities to help them improve their understanding and empathy. At present, the empirical research on the integration of Ideological and political education into foreign language teaching in Sino foreign cooperative schools is still insufficient. The existing literature [2–4] can be roughly divided into two categories: one focuses on the construction of the overall framework of Ideological and political curriculum, but the guidance for specific practice is relatively limited; The other focuses on the implementation of Ideological and political education in specific courses, but lacks a systematic discussion from a global perspective. Based on this, this paper, from the perspective of teachers and students, explores the potential impact of the integration of Ideological and political education into foreign language teaching on the construction of students' cultural values and the development of intercultural communicative competence, and systematically analyzes its mechanism of action on Teachers' and students' teaching and learning experience in teaching practice, in order to provide theoretical support and practical reference for optimizing curriculum design and teaching implementation.

In recent years, the theoretical construction and practical exploration of curriculum ideological and political education in the field of higher education has gradually become a research hotspot, and its application in Sino foreign cooperation in running schools has also begun to receive attention. From a theoretical perspective, the Marxist thought of “human all-round development” and the concept of “all staff, whole process and all-round education” put forward by General Secretary Xi Jinping provide a clear theoretical basis for the ideological and political education of the curriculum. Some scholars explore the deep connection between Ideological and political education and professional education from a philosophical perspective, and believe that the value of

curriculum ideological and political education lies in its ability to realize the integrity and systematicness of the process of education [5]. In the context of Sino foreign cooperation in running schools, the curriculum system is often restricted by international standards. The differences in cultural background, educational objectives, and even specific curriculum content make the integration of Ideological and political education tend to be fragmented and even formal.

On the practical level, the current research is more inclined to explore the ideological and political model of curriculum in a single discipline. For example, in engineering education, the implementation path of curriculum ideological and political education often focuses on the integration of engineering ethics, social responsibility, and other issues; In the field of humanities, more attention is paid to the exploration of cultural values in the courses of literature and history. However, most of these practices are carried out in the local educational environment, and little attention is paid to the special context of cross-cultural courses in Sino foreign cooperative education. Under the multicultural background of cooperative education, the implementation of curriculum ideological and political education not only needs to excavate the resources of Ideological and political education from the teaching content, but also needs to realize the deep integration of cultural values in the curriculum design and teaching methods. In addition, the role and role of teachers in the implementation of curriculum ideological and political education have not been paid enough attention to so far. Existing research focuses more on the macro level of policy guidance and resource integration, while ignoring the subjective initiative of teachers in specific teaching practice. Under the environment of Sino foreign cooperation in running schools, teachers not only face the pressure of integrating professional knowledge and ideological and political education content, but also need to deal with the practical challenges of cultural values conflict in the cross-cultural context. At the same time, curriculum ideological and political education is not a one-way indoctrination process, but the interaction between teachers and students. In this process, students' acceptance, reflective ability, and the depth of internalization of values also determine the achievement of the ideological and political goals of the course.

II. THEORETICAL BASIS OF CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION

The concept of curriculum ideological and political education originates from the profound reflection on education. Its core is to integrate ideological and political education into various courses, aiming to promote the all-round development of students through the teaching of knowledge, the cultivation of ability, and the shaping of values [6]. Herbart's "education without teaching" and "teaching without education" suggest that education should pay attention to the unity of moral and intellectual education at the same time. This concept provides theoretical inspiration for curriculum ideological and

political education, and also highlights the overall requirements of education [7]. In recent years, with the deepening of China's education reform, curriculum ideological and political education has been given a higher strategic position. It not only pays attention to the improvement of students' knowledge and skills, but also emphasizes the cultivation of sense of responsibility and mission, so as to adapt to the diversity and complexity of modern society. In higher education, the course of Ideological and political education is not only a teaching idea, but also a systematic education method. It emphasizes that teachers should consciously integrate the content of Ideological and political education in the teaching process, and enhance students' sense of social responsibility and historical mission. In the context of globalization and cultural integration, the effective implementation of Ideological and political education in the curriculum is of great significance to improve students' comprehensive quality, enhance cultural self-confidence and intercultural communicative competence.

The curriculum ideological and political education provides strong support for the improvement of intercultural communicative competence by multi-dimensional mining of Ideological and political education resources in the curriculum content. On the one hand, teachers can guide students to reflect on the differences and commonalities of multiculturalism and cultivate their cultural sensitivity by introducing cases and themes from different cultural backgrounds. On the other hand, the course of Ideological and political education emphasizes that starting from the perspective of local culture, it can guide students to show cultural confidence and initiative in cross-cultural interaction through in-depth analysis of the intrinsic value and historical development of their own culture.

Cultural self-confidence and the cultivation of intercultural communicative competence complement each other. In a multicultural environment, cultural self-confidence enhances students' initiative in cultural exchanges, enabling them to face cultural differences with an open mind and have an equal dialogue with others based on their own culture. At the same time, the improvement of intercultural communicative competence also strengthens students' recognition and understanding of local culture. Through the integration of Ideological and political education in the curriculum, students can find common values and cooperation paths in cultural comparison and interaction, so as to deal with challenges more freely in the multicultural background. To sum up, this study will explore the practice and effectiveness of Ideological and political education in foreign language teaching in Sino foreign cooperative schools, and put forward the following research questions:

1. How does ideological and political education affect students' cultural self-confidence and intercultural communicative competence in Sino foreign cooperative education courses?
2. How to balance the relationship between the cultivation of cultural self-confidence and cross-cultural

openness when teachers implement ideological and political education in foreign language courses of Sino foreign cooperative education?

III. RESEARCH DESIGN

A. Research Background and Research Object

This study was carried out in a Sino French cooperative school running project in Guangdong Province, focusing on the ideological and political practice of the course French language and culture. This course combines language learning with cultural understanding and is suitable for educational research. The research sample includes 100 students from engineering majors. Data were collected through questionnaire survey and in-depth interviews with 10 students. At the same time, interviews with three teachers were also included to understand the design and implementation details of the course.

B. Data Collection and Analysis

This study combines questionnaires and in-depth interviews to explore the impact of the integration of Ideological and political education into foreign language courses on students' cultural confidence and intercultural communicative competence, and analyzes its specific performance in teaching practice. The questionnaire design covers the basic information of students, the cognition and acceptance of course content, as well as the development of cultural identity and cross-cultural ability. The questionnaire uses the Likert five point scale to assess the students' subjective experience of integrating cultural understanding and expression into the curriculum. This study randomly selected 10 interviewees from the students who participated in the questionnaire, and discussed the specific feelings and reflections of integrating the ideological and political content into the classroom. The research conducted 60 to 90 minute interviews with three teachers to explore the experience and challenges in curriculum design, teaching content integration, and classroom interaction.

This study uses a combination of quantitative and qualitative analysis methods. The quantitative analysis is completed with the help of SPSS software. Firstly, the basic characteristics of the sample are made descriptive statistics, and Pearson correlation analysis is used to explore the relationship between the course content and cultural confidence and intercultural communicative competence. Based on the multiple regression model, this paper further investigates the specific role of curriculum ideological and political education in the development of these abilities, which provides empirical support for the research. In the qualitative analysis, after the in-depth interview recording was transcribed word by word, the research used the topic analysis method to sort out the key content, including the specific application of curriculum ideological and political education in classroom practice, the changes of students' cultural values, as well as the actual problems and Countermeasures of teachers in the teaching process.

IV. ANALYSIS OF QUESTIONNAIRE SURVEY RESULTS

In terms of cognition and acceptance of Ideological and political education, the average score of students on the relevant content is 4.2 (standard deviation is 0.6), indicating that most students hold a high attitude of recognition to the concept of Ideological and political education. Students generally believe that the course of Ideological and political education is helpful to enhance cultural understanding and expression ability, and the scores of relevant questionnaire items are above 4.0. In terms of cultural self-confidence, the average score of students is 4.1 (standard deviation is 0.5), which shows that students have a strong sense of identity with their own cultural values. In the assessment of intercultural communicative competence, the average score is 3.9 (standard deviation is 0.7), indicating that students have certain adaptability to intercultural communication, but there is still room for further development.

Through Pearson correlation analysis, there is a significant positive correlation between curriculum ideological and political cognition and cultural confidence ($r = 0.65, p < 0.01$), indicating that the higher the students' acceptance of curriculum ideological and political, the stronger their cultural identity may be. Meanwhile, the correlation between cultural self-confidence and intercultural communicative competence was higher ($r = 0.72, p < 0.01$), indicating that cultural self-confidence may play a key role in the development of intercultural communicative competence. At the same time, the model was constructed by multiple regression analysis. The results show that the standardized regression coefficient of curriculum ideological and political cognition on cultural self-confidence is 0.42 ($p < 0.01$). The standardized regression coefficient of curriculum ideological and political education on intercultural communication ability was 0.35 ($p < 0.01$), which showed that curriculum ideological and political education played an important role in improving students' intercultural communication ability. The determination coefficient (R^2) of the model is 0.58, which shows that the linear relationship between curriculum ideological and political cognition, cultural confidence and intercultural communicative competence can explain 58% of the variance. This finding supports the theoretical effectiveness of curriculum ideological and political education as an educational intervention means in Sino foreign cooperative education, especially in improving students' comprehensive quality. Further residual analysis verifies the robustness and reliability of the model. The results showed that the model did not find significant heteroscedasticity or multicollinearity, which enhanced the reliability of the study from a statistical point of view.

V. INTERVIEW RESULTS AND ANALYSIS

The two-way shaping of cultural self-confidence and cross-cultural communication: through the study of Ideological and political education, students have enhanced their identification with local culture. Student

S5 shared his feelings: “this course has given me a deeper understanding of French culture and our own culture in comparative learning. Culture is good or bad, but I am proud of China’s long cultural history.” the improvement of cultural self-confidence helps to establish students’ sense of cultural belonging, but it does not always directly translate into intercultural communicative competence. Some teachers have observed that although students’ cultural identity is improving, their acceptance of other cultures has declined.

The dual effect of cultural self-confidence: The enhanced cultural self-confidence helps students express their own culture confidently in the global culture, but it may also lead to the exclusion of foreign cultures. Student S8 said, “our own culture is so strong that it is enough to learn traditional culture well. I don’t feel it necessary to learn foreign culture.” This view reflects the narrow perspective that cultural self-confidence may lead to and hinder the effectiveness of cross-cultural communication.

The balance between teachers’ role and curriculum design: Teachers play a key role in the integration of Ideological and political content and language teaching. T3, a teacher, pointed out that “it really needs a lot of attempts to make the ideological and political content and language teaching integrate naturally, which is not stiff and can achieve the educational purpose.” This shows that the successful integration of these contents in the classroom is a challenge, and teachers need to constantly explore effective teaching strategies.

Connection between theory and practice: students often feel disconnected between theoretical learning and practical communication. Student S6 raised his confusion: “I don’t know the meaning of the theories learned in class. When I speak French with foreign teachers, it’s often my thoughts can’t catch up with my vocabulary, so what’s the help of those theories for me to learn French?” This shows that the teaching content needs to be better combined with practical application to improve students’ intercultural communication ability.

VI. CONCLUSION

Curriculum ideological and political education is an important part of Ideological and political education, which aims to skillfully integrate values education into various courses through the way of “moistening things silently”. This process not only seeks to balance “knowledge ability value”, but also needs to cross disciplinary boundaries to promote the overall development of education. This study finds that it is difficult for teachers to completely avoid the tendency of dominance when integrating cultural values, and the contradiction between students’ acceptance of foreign culture and their confidence in local culture still exists. In practice, the course of Ideological and political education has effectively enhanced students’ understanding and recognition of local culture. However, this kind of cultural self-confidence is sometimes over strengthened, which may have a negative impact on intercultural communicative competence [8]. Although students form

critical thinking in comparative learning, some students show the tendency of cultural exclusivity. Therefore, teachers should guide students to shape an open cultural attitude and cooperative consciousness in the process of “comparison criticism reflection”, so as to achieve the balance between self and others.

This study emphasizes the importance of educational community theory in curriculum ideological and political education. Teachers are not only disseminators of knowledge and guides of values, but also builders of cultural bridges. Nevertheless, teachers reflect that under the constraints of international curriculum standards, naturally integrating ideological and political content is a complex task, and curriculum design needs to be optimized. This study creatively selects Sino foreign cooperation in running schools as the starting point, and provides a multi-dimensional reference for the language education practice of curriculum ideological and political education. However, the limitations of the sample range may affect the universality of the conclusion. Future research should explore in-depth in the broader context of international education, especially how to build a long-term curriculum ideological and political system by integrating educational policies, teaching resources, and technical means.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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