

Research on the Challenges and Countermeasures for Ideological and Political Education of College Students in Sino-Foreign Cooperative Education Models

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Abstract

This research analyzes strategies for ideological and political education of college students within the framework of Sino-foreign cooperative education. The paper first analyzes the unique characteristics and challenges of such education in this context, then proposes specific strategies and recommendations across five areas: precise targeting and personalized customization; diverse integration and innovative development; institutional guidance and the establishment of a support system; the cultivation of distinctive features and the construction of a new curriculum-based ideological and political education system; and resource sharing and in-depth integration. By targeting student requirements, innovating educational approaches and methods, improving institutional frameworks, developing a distinctive curriculum-based ideological and political education system, and promoting the mutual exchange and integration of Chinese and foreign educational philosophies and resources, this paper strives to provide a comprehensive and systematic solution for ideological and political education of college students in Sino-foreign cooperative education programs. This research seeks to boost the relevance and effectiveness of education and cultivate high-caliber talent with an international perspective and cross-cultural communication skills.

Keywords

Sino-foreign cooperative education, ideological and political education for college students, challenges, countermeasures

1. Introduction

The Sino-foreign cooperative education model was developed as an answer to the issue of globalization, which is to be able to train high-caliber individuals who have an international outlook and a sense of intercultural communication through domestic and foreign educational resources [1]. Nevertheless, this model not only offers plenty of learning opportunities and a wide international viewpoint to college students but also confronts them with a new challenge to their ideological and political education. General Secretary Xi Jinping has pointed out that the question of what kind of people should be raised, how they should be brought up, and who they should be raised to serves as the underlying question of education and the central question of building an educationally powerful country [2]. The same statement can be applied to both the ideological and political education of the Sino-foreign cooperative education model.

The ideological and political education under the Sino-foreign cooperative education model has a complex range of challenges. On one hand, the concepts and pedagogical principles of foreign teachers can affect the minds of students in a deep way and confuse them with the values and beliefs, as they are exposed to the influences of different cultures [3, 4]. On the other hand, the material and approach of some foreign instructors may not meet the demands of domestic ideological and political education, which in some ways destroys the coherence and efficacy of such training [5]. In this situation of challenges, it is necessary to come up with effective strategies that will help in reinforcing the ideological and political education among college students in Sino-foreign cooperative education models.

2. Analysis of the Unique Characteristics of Ideological and Political Education for College Students in Sino-Foreign Cooperative Education Models

2.1 Diversity of the Student Body

The student population in Sino-foreign joint education programs shows unprecedented diversity [3, 6]. Not only do students come from various regions, cultures, and families, they also have substantial distinctions in their academic abilities, interests, values, and thinking patterns. Such variety requires greater efforts in the field of ideological and political education.

Firstly, faculty should have the ability to communicate across cultures, so as to develop an improved understanding and appreciation of the differences that exist between students, which can lead to the creation of more individualized teaching approaches. Secondly, due to the variety of students, the substance and the techniques of ideological and political education need to be more versatile and responsive to the requirements of diverse students. As an illustration, for those students with a high degree of international orientation, more international cases and global problems can be added to help increase their sense of international responsibility and global awareness. In addition, as students in Sino-foreign cooperative education programs tend to have good foreign language skills and are exposed to cross-cultural communication, they are likely to put more focus on expanding the boundaries of their international outlooks and developing cross-cultural skills during the process of receiving ideological and political education. It will require teachers to constantly come up with new ways of presenting the teaching topic and new methods that will suit the needs of the students.

2.2 Expandability of Teaching Spaces

This is because the teaching space in the Sino-foreign cooperative education model has a high level of extensibility. It is mainly manifested by the variety of teaching formats and the abundance of teaching resources.

Regarding the format, the majority of Sino-foreign cooperative education programs make use of a hybrid learning model which incorporates both online and face-to-face teaching methods as well as overcoming time and space limitations of the conventional classroom [7, 8]. This versatile teaching method will give more opportunities in ideological and political education. As an illustration, teachers have the opportunity to use the online platform to share their teaching materials and conduct discussions and interactions, and students are able to learn and communicate any time and at any location. In addition to improving the efficiency of learning, this strategy also increases the level of interest and involvement of students.

Concerning the resources, in the Sino-foreign cooperative education model, there is a wider and more varied range of teaching resources available [1, 9]. Some of them are high-level domestic and foreign textbooks, online classes, and international academic conferences. Such resources offer ideological and political education a wider learning perspective and greater learning opportunities. Teachers may use these resources to enhance the content of teaching and develop new ways of teaching, which makes the ideological and political education more relevant and effective.

2.3 The Complexity of Educational Guidance

The educational guidance under the Sino-foreign cooperative education model is extremely complicated. Such complexity can be mostly observed in the variety of students ideologies and the confrontation between Chinese cultural values and Western cultural values.

On the one hand, students can be affected by various cultural traditions and values, which would create a variety of ideological views [3, 4]. The diversity has more difficulties in the sphere of ideological and political education in leading students to the right values and high ideals. Teachers should be more responsive to the ideological shifts of their students and offer prompt and relevant counseling and assistance. Conversely, this clash between Chinese and Western values can contribute to student confusion and disorientation about some issues. As an illustration, there might be significant disparities between Chinese and Western societies in the areas of values like individualism and collectivism and values of freedom and responsibility [4]. Such disparities may confuse and conflict students during the experience of real-life problem-solving. Hence, teachers must have the ability to communicate cross-culturally to have a better understanding of and direct the students towards having good values and ethics.

2.4 Differences in Educational Philosophies

Talent development goals, pedagogic approach, and assessment criteria are the main areas where the educational philosophies of the Sino-foreign cooperative education model will be different.

Concerning the objectives of talent development, the educational cooperation between China and foreign countries tends to give more importance to developing the innovative spirit and practical skills of the students as well as highlighting the role of the students in the process of learning [1, 6]. It is quite opposite to the conventional educational systems, which aim at transferring information and test preparation. Subsequently, teachers should pay more attention to creating an atmosphere of critical thinking and independent reasoning in ideological and political education so as to ensure that students are more capable of adapting to the needs of the future society.

Sino-foreign cooperative education focuses more on heuristic teaching and inquiry-based learning when it comes to teaching methods [10, 7]. These strategies promote active student involvement in the discussion and practical exercises of the classroom, which helps develop their innovativeness and problem-solving abilities. Teachers can apply these strategies in ideological and political education by helping students to participate in various activities like case studies and group discussions in order to increase their interest in learning and their level of engagement.

Concerning the assessment criteria, Sino-foreign cooperative education programs are usually based on various evaluation approaches such as classroom performance, assignment completion, and project-based practice. This method is less biased and gives a better reflection of the overall achievement of students and their competency levels. Teachers in ideological and political education may apply this strategy by employing a variety of evaluation tools to evaluate the learning outcomes of students and their ideologies and political attributes in an all-round way and in an objective manner.

3. Challenges in Ideological and Political Education for College Students in Sino-Foreign Cooperative Education Models

3.1 3.1 Lack of Practical Relevance in Educational Approaches and Methods

The challenge of ideological and political education in the context of Sino-foreign cooperative education programs begins with the issue of educational approaches and methods that do not have practical relevance. First, this challenge can be seen as the incongruence between the educational content and the student population. Considering the great variety and international nature of the students who attend Sino-foreign cooperative education programs, their cultural backgrounds, modes of thought, value systems, and educational requirements are very diverse. Nevertheless, the existing ideological and political education material tends to be rather homogeneous and standardized, so that there is no possibility to consider such diversity, and it leads to the gap between the content of education and the real needs of students [11, 3].

In particular, the mismatch has a number of manifestations. On the one hand, there is excessive focus on the transfer of theoretical knowledge in the educational process and a lack of attention to the development of practical skills. Students in Sino-foreign cooperative education programs often prioritize practice and innovation more so that they can access more knowledge and competencies that are applicable to real-life scenarios and social life. Nevertheless, the existing ideological and political education has been concentrated

on the presentation and explanation of theoretical concepts, which do not have any practical elements closely related to reality, and therefore, cannot satisfy this requirement of the students. On the other hand, teaching strategies are highly conventional and tedious, devoid of novelty and variety [10, 8]. In Sino-foreign cooperative education programs, students are usually used to more open and varied forms of education, including group discussion, case studies, and role-playing. But the present ideological and political education generally uses conventional lecturing, which does not provide the chances to interact with students and communicate with them, so that their involvement and interest remain low.

Moreover, the educational aims are not practical. In the Sino-foreign cooperative education model, students usually have more definite and precise career plans and development goals. But the existing ideology and politics education tends to overemphasize developing the political literacy and morality of students at the expense of education and counseling on career development, which makes students feel lost and bewildered in the face of their future career decisions.

3.2 Lack of Coordination in Leveraging the Internet for Educational Work

The introduction and growth of the Internet bring the challenge of how to use the Internet to conduct their activities in ideological and political education in the context of Sino-foreign cooperative education programs. Nevertheless, because of the complexity and instability of the virtual world, coupled with the absence of cooperation and strategy among universities in their application of the Internet in their practice, this issue is especially acute.

Firstly, the overwhelming amount of online information and its fragmented form represent a major challenge to ideological and political education [8]. The sources of information on the internet are numerous and varied, but their quality can differ greatly. The students who do not have enough discernment are easy to mislead and manipulate by dangerous material. Simultaneously, because information is so fragmented, students frequently find it difficult to obtain well-rounded and organized educational materials, which leads to poor learning results. The second difficulty of ideological and political education is the variety and complexity of the internet platforms. There are various types of educational platforms and applications available on the internet, each with its own features and functionalities. Nonetheless, because there is no coordination and planning among the universities in using these platforms, students tend to experience confusion and get lost in choosing and using them. Moreover, the lack of information exchange and sharing among different platforms makes the integration and use of educational resources ineffective. Also, the management and guidance of online public opinion represent a serious challenge. The internet is very free with regard to speech and extremely fast when it comes to the speed at which information spreads, but there are problems like cyberbullying and spreading rumors. It is an urgent problem that higher education institutions need to solve to effectively steer and regulate online public opinion to create a sound and peaceful educational environment.

3.3 Lack of Institutional Guarantees and Support for Implementation

The ideological and political education under the Sino-foreign cooperative education model is also threatened by a lack of institutional guarantees and assistance with the implementation. The problem is mainly expressed in organizational structure, financial support, staffing, and evaluation systems.

An efficient and organized organizational framework is also required in the Sino-foreign cooperative education programs that engage cooperation and interaction of various countries and regions to provide a smooth execution of all the processes [5]. Nevertheless, the organizational frameworks of ideological and political education at other universities are not yet developed, which results in poor development rates and inefficiency [5, 11]. Moreover, due to the variety of inputs and expenditures of these programs, the financial support should be adequate so that all activities can be carried out smoothly. Nonetheless, the budget allocated to ideological and political education at some universities is still not enough to implement all the important educational activities and projects effectively. Moreover, because of the inter- and multidisciplinary nature of this type of programs, a highly competent and professional faculty is required to perform both teaching and research duties. But the current staffing solutions of ideological and political education at several universities are not optimal, which leads to low quality of teaching and research work. Finally, since this sphere comprises assessment and evaluation of various aspects, a scientific and rational assessment system is needed to guarantee the effectiveness and quality of all activities. But there are some universities that either do not have or have

incomplete evaluation systems regarding ideological and political education, which prevents them from assessing the real effectiveness of educational activities and identifying their problems [11].

4. Countermeasures for Ideological and Political Education of College Students in Sino-Foreign Cooperative Education Models

4.1 Enhancing the Targeted Approach and Timeliness of Ideological and Political Education for College Students

The implementation of a deepened ideological and political education of college students in the special educational environment of Sino-foreign cooperative education should start with a targeted and individualized approach. First, educators must get a comprehensive picture of the cultural background of students, their thinking patterns, their needs to learn, and their ideological tendencies through the use of regular academic status surveys, questionnaires, and personal interviews. Extending upon this basis, educational programs should be tailored to specific purposes and put into practice. As an illustration, to overcome possible cultural adaptation problems of international students, there are possibilities of workshops on developing cross-cultural communication skills; to overcome the possible absence of international perspective among the local students, lectures discussing contemporary issues in the world could be conducted. Simultaneously, it is important to pay attention to the timeliness of educational activities. Through the close monitoring of domestic and international news events, the most recent policies and social trends must be immediately introduced to the ideological and political education classes, allowing the students to enhance their knowledge and devotion to the ideological and political theories along with participation in the discussion of societal issues.

Moreover, personalization is the most important aspect of improving the level of ideological and political education. With the creation of individual student growth profiles that record the academic results, interests, preferences, and psychological well-being of a student, customized educational services are offered to every student. For instance, classes on international cultural adaptation and career planning can be offered to students who would like to study abroad, and thematic seminars or field trips can be arranged for students who are interested in certain social problems. Ideological and political education can be made more relevant and effective by being precisely targeted and personalized to meet the real requirements of students.

4.2 Exploring Innovative Pathways for Ideological and Political Education Among College Students

Facing globalization, the strategies of ideological and political education of college students should be more diversified and liberalized. On the one hand, it is supposed to actively apply the best educational ideas and practices of foreign countries - including critical thinking training, project-based learning, and the flipped classroom - into the curriculum of ideological and political education to encourage the initiative and creativity of students [10, 7]. With the creation of difficult learning tasks, students gain a greater insight into and practice in applying the ideology and politics theories in the course of problem solving. Conversely, it is supposed to consider interdisciplinary teaching designs, like combining the expertise of economic, socio-cultural, and historical fields into thematic workshops that touch on topics like Economic Ethics under the influence of Globalization and Social Transformation viewed through Cross-Cultural Lens respectively, which will expand the minds of students and enrich their multidimensional perception of ideological and political theories [7, 12].

At the same time, it is necessary to focus on the innovation and creation of new educational formats. Using the latest technology solutions like virtual reality and artificial intelligence, it is supposed to provide an immersive educational experience, enabling the students to see the beauty of ideology and politics education in the virtual environment. In addition, events like international academic conferences and cultural salons could be arranged where famous scholars and business experts would be invited from both local and foreign countries to take part in scholarly exchange and intellectual discussion, thus offering the students greater learning opportunities and areas. With varied integration and creative development, ideological and political education can be brought to life and become more interesting, exciting, and encouraging to students to participate and learn.

4.3 Establishing an Institutional Support System for Ideological and Political Education of College Students

Development of institutions is essential to provide sustainable and healthy development of ideological and political education of college students. Initially, the educational management system must be enhanced so as to define the role and distribution of labor between educational departments across all levels, hence creating a cooperative environment that combines top-down and inter-departmental coordination [5]. In parallel, it is necessary to create a solid mechanism of educational funding security in order to have enough investments in educational resources and their rational utilization. Introduction of ideological and political education programs and the recognition of the best results should be encouraged by means of the creation of special funds and scholarships.

Additionally, it is necessary to develop a scientific and rational assessment system and incentives [11, 5]. The ideological and political performance of the students ought to be included in the overall quality assessment, and the quality of education should be enhanced by frequent evaluations, feedback, and improvements. Simultaneously, it is important that those teachers and students who are performing exceptionally well are celebrated and honored to encourage interest and innovation in teaching practice. Moreover, it is suggested to enhance institutional innovation and implementation. Such measures may include the setting up of self-governing organizations like student ideological and political clubs and volunteer service teams to promote the ability of students to educate themselves and manage themselves. By giving them guidance and support systems, the final resource will have strong institutional protection and resources support on ideological and political education.

4.4 Development of an Ideological and Political Education System That Has a Curriculum-based Approach and is Characterized by the Unique Features of Sino-Foreign Cooperative Education

Within the framework of the Sino-foreign cooperative education model, it becomes especially important to form the unique characteristics of the curriculum-based ideological and political education system. On the other hand, the plan is to study the ideological and political aspects of Sino-foreign cooperative education, including the international viewpoint and cross-cultural communication, in great detail, then apply them to specific courses, and thus turn them into real-life carriers of ideology and political education [12, 11]. To illustrate this point, economics classes may include topics of economic ethics in the context of globalization; management classes can focus on the importance of cross-cultural management; and literature classes can examine comparative literature through the lens of cross-culturalism. The comprehensive implementation of ideological and political education in the curriculum helps students develop a better understanding of and loyalty to ideological and political theories and learn specialized information.

However, innovative methods of teaching and new ways of ideology and political education within the curriculum ought to be embraced. Interactive teaching strategies that include case studies, scenario simulation, and role-play must be used to assist students in gaining more insight and use of ideological and political theories by way of real-life experiences [11, 7]. Meanwhile, there is a need to ensure that ideological and political education is integrated with campus culture and social practice. With the help of the organization of such events as international cultural festivals and volunteer service months, students will have the opportunity to feel the beauty and importance of ideological and political education by actively participating in it. Furthermore, it is supposed to consider the creation of a transnational online education site where internationally recognized scholars are invited to teach remotely or engage in online seminars, thus creating greater learning environments and options for the students. Through developing unique characteristics and developing a new system of ideological and political education integration into the curriculum, it is planned to add some highlights in this sphere in the context of Sino-foreign cooperative education.

4.5 Promoting Mutual Learning and Integration of Educational Philosophies and Resources Between China and Foreign Countries

Mutual learning and integration of educational philosophies and resources are important ways of improving the quality of ideological and political education in Sino-foreign cooperative education. On the one hand, it is necessary to enhance cooperation and exchange with foreign universities to share quality educational resources

[9, 1]. The process of mutual learning and integration of educational philosophies, teaching methodology, and curriculum design can be promoted by faculty exchange visits and student exchange programs. Simultaneously, the use of cooperative mechanisms, including transnational online education platforms or joint research centers, should be investigated to offer a wider range of learning and research options to faculty and students. On the other hand, focus should be put on developing an international-minded faculty with cross-cultural communication competencies [9, 6]. Faculty members can increase their professionalism and international competitiveness through overseas training programs and international conferences. Meanwhile, faculty members are also encouraged to engage in international exchange and cooperation projects to acquire cross-border educational experience and thus offer more abundant and varied teaching resources and case materials in the field of ideological and political education. High-quality development of ideological and political education of college students under the Sino-foreign cooperative education system may be facilitated by resource sharing and deep integration.

5. Conclusion

With an ever-growing tendency towards globalization in the modern era, Sino-foreign cooperative education has emerged as an important trend in higher education [1]. With this trend in mind, ideological and political education of the college students needs to be constantly innovative and evolving to satisfy the needs of the society. The solutions and suggestions presented in this paper are intended to offer new perspectives and guidelines in the area of ideological and political education based on the Sino-foreign cooperative education paradigm. Nevertheless, education is a continuous development process that implies constant exploration and practice. In the future, it is suggested to develop stronger cooperation and interaction between international universities, exchange high-quality educational materials, and facilitate the further integration of Chinese and foreign education concepts and resources. Simultaneously, it is supposed to pay attention to the development of students international viewpoint and cross-cultural communication competencies so that they can become the high-level professionals with competitive skills in the international market. It should be confident that with all combined work, ideological and political education of college students within the framework of Sino-foreign cooperative education will produce even greater outcomes and will help in promoting the internationalization of higher education.

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