

Innovation and Practice of Ideological and Political Education in Colleges and Universities under the Background of Intercultural Communication

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Abstract: With the accelerating process of globalization, political, economic, and cultural exchanges between countries around the world have become increasingly close, and intercultural communication has become an inevitable trend of social development. As an important position for cultivating high-quality talents, colleges and universities provide students with more opportunities to contact cultures from different countries and regions both on and off campus, which not only offers rich resources and opportunities for ideological and political education in colleges and universities but also brings unprecedented challenges. Under the background of intercultural communication, innovating the mode of ideological and political education in colleges and universities can make it better adapt to the requirements of the times, cultivate students' intercultural communication competence and correct values, enable them to maintain a clear mind in a multicultural environment, and become high-quality talents with an international perspective and social responsibility.

Key words: Ideological and political education in colleges and universities; Intercultural communication; Innovation and practice

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1 Overview of Intercultural Communication and Ideological and Political Education in Colleges and Universities

1.1 Connotation and Characteristics of Intercultural Communication

Intercultural communication refers to activities in which people from different cultural backgrounds transmit information, exchange ideas, and communicate emotions. It is not only a language exchange but also a collision and integration of cultures, values, and ways of thinking. With the acceleration of globalization, international political, economic, and cultural exchanges have become increasingly frequent, making intercultural communication an indispensable part of modern social life.

Different countries and nations have formed their own cultures under the influence of historical development, geographical environment, and religious beliefs. Such cultural differences are reflected in values, ways of thinking, and behavioral norms. For example, Western values emphasize individualism, focusing on personal freedom and rights, while Chinese culture emphasizes collectivism, attaching importance to collective interests and social harmony. Due to cultural differences, problems such as language barriers and understanding deviations may arise in intercultural communication, complicating the communication process. Language is an important carrier of culture, and differences in grammar and semantics between different languages can easily lead to inaccurate information transmission.

Intercultural communication is not static but develops continuously with changes in time and environment. With the advancement of globalization and the rapid development of information technology, exchanges between different cultures have become increasingly frequent, and their mutual influence has grown stronger. New cultural elements continue to emerge, and the trend of cultural integration has become increasingly obvious, constantly updating and changing the content and form of intercultural communication. For example, with the popularization of the Internet, network culture has become a new cultural phenomenon. It breaks the boundaries of regions and cultures, enabling people to conduct

intercultural communication conveniently, while also bringing new problems and challenges to intercultural communication.

1.2 Goals and Importance of Ideological and Political Education in Colleges and Universities

The goal of ideological and political education in colleges and universities is to cultivate students' correct world outlook, outlook on life, and values, enable them to have good moral qualities, social responsibility, and innovative spirit, and become builders and successors of socialism with all-round development of morality, intelligence, physical fitness, aesthetics, and labor. Specifically, it aims to guide students to establish Marxist beliefs, firm the common ideal of socialism with Chinese characteristics and the lofty goal of communism, enhance their national pride and cultural confidence, and cultivate patriotic feelings and collectivist spirit. At the same time, through ideological and political education, students can master correct thinking methods, improve their ability to analyze and solve problems, and promote their all-round development.

Ideological and political education concerns students' development in ideological and moral aspects, political literacy, and mental health, providing correct directions and guidance for their growth. By teaching the basic principles of Marxism and the theoretical system of socialism with Chinese characteristics, it guides students to establish correct world outlook, outlook on life, and values, cultivates their sense of social responsibility, and enables them to pay attention to society and serve society while pursuing personal development, so as to realize the unity of personal value and social value. Colleges and universities are important positions for ideological and cultural exchanges and the forefront of collisions between various ideological trends and values. Under the background of information globalization, bad ideological concepts such as Western individualism and money worship have penetrated into colleges and universities through various channels, impacting students' thoughts. Strengthening ideological and political education in colleges and universities can help students enhance political acumen and discrimination, resist the erosion of bad ideas, and safeguard national ideological security. The talents cultivated by colleges and universities are an important force for social development, and their ideological and moral qualities and political literacy directly affect social progress and development.

1.3 Impact of Intercultural Communication on Ideological and Political Education in Colleges and Universities

Intercultural communication has injected new vitality into ideological and political education in colleges and universities, not only bringing the collision of multicultural exchanges but also providing rich educational resources. Excellent elements in Eastern and Western cultures—such as the innovative spirit and concept of the rule of law in the West, and the concept of harmony and moral cultivation in the East—can be organically integrated with the content of ideological and political education, which not only enriches teaching content but also cultivates students' global vision and open thinking. Intercultural communication promotes the transformation of ideological and political education from traditional one-way teaching to interactive teaching. Through diversified forms such as case analysis, role-playing, and simulated meetings, combined with multimedia technology, students can improve their intercultural communication and problem-solving abilities in scenarios. This educational model enables students to deeply understand cultural differences, cultivate a cultural inclusive attitude, lay a solid foundation for telling Chinese stories well on the international stage and promoting cultural mutual learning in the future, and at the same time enhance their ability to absorb the excellent cultural achievements of the world to better serve national development needs.

While bringing opportunities, intercultural communication also comes with challenges. Bad values in Western culture, such as individualism and money worship, have impacted China's collectivist spirit and the concept of hard work, leading some students to fall into value confusion, excessively pursue personal interests, and indulge in material enjoyment. Under the background of the strong spread of Western culture, some students have a cultural identity crisis, insufficient understanding of China's excellent traditional culture and revolutionary culture, and blind worship of Western culture, which not only affects cultural inheritance but may also weaken national identity and patriotic feelings. Language barriers and cultural differences in intercultural communication increase the difficulty of ideological and political education. Teachers need to invest more energy in explaining cultural backgrounds, and differences in students' intercultural

understanding abilities also pose challenges to teaching students in accordance with their aptitude, which to a certain extent restrict the effectiveness of ideological and political education.

2 Innovative Practice Strategies of Ideological and Political Education in Colleges and Universities under the Background of Intercultural Communication

2.1 Innovation in Teaching Concepts

Ideological and political education in colleges and universities should actively advocate the establishment of an intercultural education concept. Educators should fully recognize the diversity and differences of cultures, abandon a single cultural perspective, and view different cultures with a more open and inclusive attitude. In the teaching process, intercultural elements should be integrated into all links of ideological and political education to guide students to understand the characteristics and values of cultures around the world and cultivate their intercultural awareness and global vision. At the same time, it is necessary to adhere to the student-centered teaching concept, fully respect students' dominant position, and pay attention to their individual differences. Students are encouraged to actively participate in classroom discussions and practical activities, so that they can deeply understand the connotation of ideological and political education and improve their ideological and political literacy and intercultural communication ability in autonomous learning and interactive communication. For example, teachers can design personalized teaching content according to students' professional backgrounds and interests to meet the learning needs of different students. In class, guide students to share their experiences and insights in intercultural communication, discuss existing problems and solutions together, and enhance students' sense of participation and gain.

2.2 Innovation in Teaching Content

Ideological and political education in colleges and universities should actively integrate multicultural elements to broaden students' cultural horizons. Content related to world history and international politics can be introduced into ideological and political classrooms, enabling students to understand the development processes, political systems, and cultural traditions of different countries and regions, thereby helping them recognize the diversity of world cultures. When explaining the basic principles of Marxism, it can be combined with the history and reality of various countries to analyze the spread and development of Marxism in different cultural contexts, as well as its impact on social changes in each country. This allows students to gain a deeper understanding of the universality and particularity of Marxism. Additionally, excellent values from different cultures can be introduced to complement the content of ideological and political education in our country. Through the study and discussion of multiculturalism, students are guided to establish correct cultural perspectives and values, and cultivate their international vision and intercultural communication capabilities.

Current affairs hotspots mirror social reality. Incorporating international current affairs into case - based ideological and political education makes the teaching more relatable and timely. Teachers should track international political, economic, and cultural trends, using representative hot - topics as teaching materials to guide students in applying ideological and political knowledge for analysis. Whether analyzing the political, economic, and cultural roots and global impacts of events like the China - US trade frictions and the Russia - Ukraine conflict to foster students' international political acumen, or exploring cultural phenomena such as Hollywood movies and Korean dramas to discuss cultural industry development and soft - power competition, this approach helps students develop a proper attitude towards foreign cultures and enhances their cultural confidence.

Promoting the excellent traditional culture of China and enhancing students' cultural confidence and sense of identity are important tasks in ideological and political education in colleges and universities. The excellent traditional Chinese culture has a long history and is extensive and profound, containing rich philosophical thoughts, moral norms and humanistic spirits. It is the spiritual lifeblood and crystallization of wisdom of the Chinese nation. Ideological and political education in colleges and universities should deeply explore the connotation and value of traditional culture and integrate it into teaching content. In patriotic education, we can combine the historical traditions and cultural genes of the Chinese nation, tell the patriotic deeds and spirits of people with lofty ideals in past dynasties, and stimulate students' patriotic

feelings. In moral education, we can quote the Confucian thought of "benevolence", the Taoist thought of "governing by doing nothing that goes against nature" and the Mohist thought of "universal love and non-aggression" to establish correct moral concepts and codes of conduct for students.

2.3 Innovation in Teaching Methods

The case teaching method is based on cases, enabling students to master theoretical knowledge and improve their ability to analyze and solve problems through analysis and discussion. Teachers can select typical cases with intercultural backgrounds, such as cultural conflicts in international business negotiations, corporate culture integration in multinational companies, and cultural adaptation of international students in foreign countries, to analyze the differences in people's behaviors and values under different cultural backgrounds in the cases and the impact of these differences on intercultural communication. Teachers should encourage students to actively participate in discussions, express their opinions, and exercise their communication and problem-analysis abilities in practice through forms such as case analysis reports. Teachers should timely comment and summarize students' discussions, guide them to extract the core content and values of ideological and political education from the cases, and deepen their understanding and application of theoretical knowledge.

Teachers can design some open topics according to teaching content and students' characteristics, such as "The Significance and Challenges of Cultural Diversity in the Context of Globalization" and "How to Safeguard National Cultural Security in Intercultural Communication", and let students discuss in groups. Students can fully express their views, listen to others' opinions, broaden their international horizons, and cultivate critical thinking through mutual inspiration.

Colleges and universities can carry out practical teaching activities such as cultural exchanges, volunteer services, and international academic seminars to provide students with a real intercultural communication environment. For example, organize students to participate in international cultural festivals and Chinese-foreign student exchange activities, communicate face-to-face with people from different countries and regions, and experience the differences and charm of different cultures. Encourage students to participate in international volunteer service activities, such as overseas teaching and international environmental protection projects, so that students can understand the social culture and people's lives of different countries in the process of serving others. They can also use the Internet to carry out online intercultural exchange activities, breaking the limitations of time and space, and enabling students to communicate and learn with international friends more conveniently. These practical teaching activities allow students to combine ideological and political theories with practical actions, and continuously improve their ideological and political literacy and intercultural communication ability.

2.4 Innovation in the Construction of Teaching Staff

Teachers are the implementers of ideological and political education in colleges and universities, and their intercultural literacy directly affects the effect of ideological and political education. Improving teachers' intercultural literacy is the key to the innovation of ideological and political education in colleges and universities. Schools should strengthen the training of ideological and political teachers, hold intercultural communication training courses, academic lectures, or seminars to help teachers understand the theories and methods of intercultural communication, master the characteristics and differences of different cultures, and improve their intercultural knowledge level. For example, invite experts and scholars in the field of intercultural research to teach teachers, introducing the latest research results and practical experience in intercultural communication. Organize teachers to participate in international academic exchange activities, conduct exchanges and cooperation with foreign counterparts, and broaden their international horizons. Teachers themselves should also continuously learn and accumulate intercultural knowledge, pay attention to international current affairs and cultural trends, and improve their intercultural literacy and comprehensive quality.

In order to enrich the teaching staff of ideological and political education in colleges and universities, it is necessary to introduce talents with intercultural education backgrounds. They are familiar with international educational concepts and teaching methods and can bring new ideas to ideological and political education in colleges and universities. For example, introducing talents with an international relations background can bring professional knowledge in international politics

and diplomacy to ideological and political education, making it more close to international reality. Talents with a foreign language background can better carry out bilingual teaching and improve students' intercultural language communication ability. Colleges and universities should also pay attention to the training of introduced talents, provide them with a good working environment and development space, establish a sound talent evaluation and incentive mechanism, encourage them to actively participate in the reform and scientific research of ideological and political education teaching, give full play to their professional advantages, and contribute to the innovation and development of ideological and political education.

2.5 Innovation in Education Evaluation System

The way of using exam scores as the main evaluation index is difficult to fully and accurately reflect students' ideological and political literacy and comprehensive ability development under the background of intercultural communication. Therefore, it is necessary to build a diversified evaluation index system to comprehensively consider students' performance in knowledge, ability, and values. For example, set up knowledge tests on values, history and culture, and international politics under different cultural backgrounds to test students' reserve of multicultural knowledge. Pay attention to evaluating students' intercultural communication ability, critical thinking, teamwork, and practical ability. Observe students' performance in communication activities, group discussions, and practical projects to assess their ability in communication and expression, problem-solving, and teamwork. Pay attention to students' value orientation and moral judgment ability when facing multicultural conflicts, analyze their views and attitudes in case discussions and thematic research, and understand whether their values are correct and firm.

In order to evaluate students' learning outcomes more comprehensively and objectively, diversified evaluation methods should be adopted, combining formative evaluation with summative evaluation. Formative evaluation focuses on evaluating students' learning process and can timely feedback their learning progress and existing problems. It can be assessed through classroom performance, homework completion, participation in group activities, and records of practical activities, which helps teachers adjust teaching strategies. Summative evaluation focuses on students' learning outcomes at each stage. In addition to traditional examination forms, it can also be assessed through course papers, project reports, and oral examinations.

Students' self-evaluation and mutual evaluation are important components of the innovation of the evaluation system. Self-evaluation can cultivate students' ability of self-reflection, enabling them to more clearly understand their learning status and room for progress. Mutual evaluation can promote mutual learning and communication among students, broaden their horizons, and cultivate critical thinking and teamwork spirit. Teachers can guide students to conduct regular self-evaluation, write self-evaluation reports at the end of each learning stage, summarize their gains and shortcomings in knowledge mastery, ability improvement, and value shaping, and formulate the next learning plan. They can also organize students to carry out group mutual evaluation, objectively evaluate others' work, put forward suggestions, and learn different ideas and methods from others' works.

3 Research Conclusions

Intercultural communication has a dual impact on ideological and political education in colleges and universities. Multicultural materials have expanded the content of ideological and political education, promoted the innovation of educational methods, and cultivated students' global vision. However, it has also triggered value conflicts. Some students are affected by Western bad values, lack confidence in their own culture, and bring many challenges to the teaching process. In response to these problems, this study puts forward a series of innovative practice strategies: advocating the establishment of an intercultural education concept, adhering to student-centeredness, and paying attention to students' individual differences and needs. In terms of content, integrate multicultural elements, carry out case teaching combined with current affairs hotspots, highlight Chinese cultural characteristics, and promote China's excellent traditional culture. In terms of teachers, improve teachers' intercultural literacy, introduce intercultural education talents, and build a high-quality team of ideological and political teachers. Moreover, construct diversified evaluation indexes, attach importance to students' self-evaluation and mutual evaluation, and comprehensively and objectively evaluate learning

outcomes.

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