

Construction of Ideological and Political Teaching Pattern for Cross-cultural Communication Courses in Higher Vocational Education under the Background of the New Era

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Abstract: *The subject status of cross-cultural communication courses in higher vocational education is very important. The current intercultural communication courses generally lack ideological and political factors. To truly combine the two tasks of "educating people" and "educating talents", teachers must reconstruct the ideological and political teaching pattern of intercultural communication courses, integrate ideological and political elements into the whole teaching process, change the "two skins" phenomenon of professional education and ideological and political education, actively play the role of ideological and political education in the curriculum, and cultivate international business talents with the awareness of "community of shared future for mankind" in the new era of the "Belt and Road".*

Keywords: *vocational education, cross cultural communication, course ideology and politics, teaching pattern*

1. Introduction

In May 2020, the Chinese Ministry of Education officially issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", which clearly requires "all universities, all teachers, and all courses to bear the responsibility of educating students" and collaborate in educating students. Cross cultural Communication "is an elective course for first-year Business English majors, aimed at improving their cross-cultural communication skills, broadening their international perspectives, and helping them solve various problems arising from cultural differences in cross-cultural communication. Wen [1] proposed in 2022 that "Cross cultural Communication" is an academic course with rich ideological and political elements. If not grasped well, it may affect the quality of education. However, in current teaching practice, both at the school level and among teachers and students, there is a slight lack of emphasis on the course of "Intercultural Communication". Therefore, in the context of the new era, we must reconstruct the ideological and political teaching pattern of Cross Cultural Communication, so that students can truly improve their cultural consciousness, strengthen their cultural self-confidence, truly achieve "self orientation and eclectic" in future foreign-related business activities, and better complete foreign-related business work in the context of the "Belt and Road" era.

2. The necessity and importance of ideological and political education in cross-cultural communication courses in higher vocational education

The fundamental task of education is to cultivate students' moral character, and improving their cross-cultural communication skills is the teaching objective of the "Cross Cultural Communication" course in vocational colleges. The "Core Competencies for Chinese Student Development," officially released on September 13, 2016, states that students should "be able to respect the diversity and differences of the world's diverse cultures, and actively participate in cross-cultural exchanges. The 2021 version of the English Curriculum Standards for Higher Vocational Education also states that "multicultural communication" is one of the core competencies of the English subject at the vocational education stage. Students should be able to "effectively engage in cross-cultural communication in daily life and the workplace" and use English to spread Chinese culture. Therefore, the subject status of

the course "Intercultural Communication" is very important in the teaching system of higher vocational education, and it is urgent and necessary to do a good job in ideological and political work related to the course.

2.1 Cross cultural communication course in higher vocational education: ideological and political education is an inevitable requirement for the development of the new era

The implementation of ideological and political education in courses is a requirement of the new era to strengthen ideological and political work, and the implementation of ideological and political education in cross-cultural communication courses in vocational colleges is the key to comprehensively improving the quality of talent cultivation. Foreign languages are a window for the exchange of ideas between China and foreign countries, and foreign language education must be centered around cultural awareness. Otherwise, if students passively accept foreign cultures in the process of learning a language, it is easy to form the phenomenon of "cultural aphasia", which is harmful but not beneficial to the cultivation of cultural awareness. Only by doing a good job in the ideological and political work of cross-cultural communication courses can students gradually improve their identification with Chinese culture, strengthen their cultural confidence, and establish a truly equal cultural outlook in the process of foreign language learning.

Culture represents a country's soft power, and cultural confidence is the cultural subject's recognition, affirmation, and adherence to their own culture. As a professional elective course in higher education institutions, "Cross Cultural Communication" has both "instrumental" and "humanistic" characteristics. In the context of the new era, only through the reform and innovation of ideological and political education in the course can it keep up with the pace of the times. While cultivating students' cross-cultural and communication abilities, it can also help them establish correct values, break Western centrism, strengthen cultural confidence, and build an equal disciplinary mentality. In future foreign-related business activities, it can present a more real, three-dimensional, and comprehensive China to the outside world [2].

2.2 Cross cultural communication courses in higher vocational education: ideological and political education as a return to the essence of education

The fundamental issue of education is "what kind of people to cultivate", "how to cultivate people", and "for whom to cultivate people". Doing a good job in ideological and political work of cross-cultural communication courses in higher vocational education can help solve the core problem of talent cultivation in universities - the issue of values. Only by solving the problem of "what kind of people to cultivate" can the curriculum help students not only learn professional knowledge well, but also maintain a deep confidence in their own culture, and then learn to view the differences in different cultures from a critical perspective. While maintaining an "open and inclusive" attitude towards other cultures, they should not belittle their own culture.

The cultivation of cross-cultural communication skills is the core of foreign language teaching in universities. Students must learn to keep in mind the great rejuvenation of the Chinese nation and the Chinese dream, firmly believe in socialist ideals and beliefs, and adjust communication strategies in a timely manner when encountering problems caused by cultural differences, in order to successfully complete cross-cultural communication activities in an appropriate way. Doing a good job in the ideological and political work of the course "Cross Cultural Communication" can help students establish correct values, and enable them to not only lay a solid cultural foundation, but also learn to view problems from a critical perspective.

3. Current situation of ideological and political education in cross-cultural communication courses in higher vocational education

3.1 The ideological and political elements of cross-cultural communication courses need to be enriched

The Guiding Outline for the Construction of Ideological and Political Education in Higher Education Curriculum points out that "comprehensively promoting the construction of ideological and political education in curriculum is a strategic measure to implement the fundamental task of cultivating morality and talents", and teachers should guide students to incorporate values in the

process of knowledge transmission and ability cultivation. However, the current lack of ideological and political elements in cross-cultural communication courses in vocational colleges is very serious.

Firstly, the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum" was officially issued in May 2020. It has only been about two years since then, and the document is new. Currently, cross-cultural communication textbooks are generally outdated and old-fashioned, lacking ideological and political elements. Zhang and Peng [3] pointed out that under the background of ideological and political education in the curriculum, "educators should redesign the textbooks of college English cross-cultural communication courses from four dimensions: investigation of learners' learning needs, establishment of textbook guiding ideology, timeliness of content writing, and cultivation of textbook writing teams. In the context of the new era, the reform of cross-cultural communication curriculum is imperative, and textbooks are also facing significant reforms.

Secondly, the existing cross-cultural communication curriculum standards, teaching designs, teaching materials, etc. generally lack ideological and political elements. Teachers should integrate ideological and political elements into the curriculum standards according to the guidance of the series of documents on ideological and political education in the curriculum. When designing teaching activities, they should focus on existing textbooks and add appropriate amounts of Chinese cultural content in the classroom to enhance the depth and breadth of cross-cultural communication cases. In the actual process of teaching, it is even more important to rewrite teaching materials, timely supplement content with distinctive Chinese characteristics to the teaching content, appropriately embed ideological and political elements, and reasonably carry out curriculum ideological and political education and teaching activities around the educational goal of "cultivating virtue and nurturing people", in order to improve the quality of curriculum education.

3.2 The course ideological and political power of the teaching staff needs to be improved

As one of the oldest professions in human history, teachers bear the responsibility of the future destiny of a country and a nation. The cross-cultural communication course aims to cultivate global talents with a "multicultural awareness". In order to do a good job in ideological and political education, the first thing that teachers need to improve is their own curriculum ideological and political skills. Overall, there are two issues with teachers' ideological and political education in the curriculum:

1) The teaching staff lacks ideological and political skills, and there are serious problems of "only knowing the surface but not the essence", "hard integration", and "labeling" when doing ideological and political work in the curriculum. Teachers may think that "writing" ideological and political education in the curriculum standards means "doing" ideological and political education in the curriculum; Or the lack of natural integration of ideological and political elements into the knowledge points, 'forcibly twisting the melon', leaving a rigid trace; Or simply labeling the knowledge points as 'ideological and political', making a fuss. And all of these are due to the lack of ideological and political education among teachers themselves. The traditional virtues of the Chinese nation are kindness and harmony, and the socialist core values also include "integrity and friendliness". A teacher who only knows how to "speak" but cannot "act" can't truly convince students. If teachers themselves lack ideological and political awareness and the ability to put themselves in others' shoes, it will be difficult to educate "moral" successors of socialism in the new era who can shoulder the great responsibility of national rejuvenation.

2) The teaching staff lacks a correct understanding of the course status of "Intercultural Communication". As a cultural elective course for English majors, the course "Cross Cultural Communication" has the problem of few class hours and heavy tasks. Taking Guangzhou City Vocational College as an example, the course "Cross Cultural Communication" is only offered for one semester and 36 class hours. Compared to other professional courses, the class hours are far from sufficient. This has led to some teachers not attaching enough importance to the course at the ideological level. In the context of the new era, teachers must realize that ideological and political education in courses is an important task that every course must carry out, and it is not enough to "play together" just because the course is an "elective course". The curriculum of each course in higher education institutions is scientifically considered, and the course of "Intercultural Communication" should be combined with other courses to build a comprehensive and all-round curriculum for ideological and political education for all staff.

3.3 Students' attitudes towards cross-cultural communication courses need to be corrected

The elective status of "Intercultural Communication" has not received sufficient attention from students, except for being treated differently by some teachers. After all, the word "culture" has long been familiar to students, and these two words that everyone often talks about make students mistakenly believe that "cross-cultural communication" does not seem to be a difficult problem. The students' disregard for the course has resulted in a lower attendance rate and homework completion rate compared to other professional courses. This situation further illustrates the importance and necessity of ideological and political work in cross-cultural communication courses. Language learning cannot be separated from culture. In the era of globalization, students need to have the ability to meet the challenges of multiculturalism. College students are in a critical period of shaping their worldview, outlook on life, and values. If they can't learn to critically view issues, when there is a collision of Eastern and Western ideas, students may allow "Western centrism" to ride on the "cross-cultural" bandwagon, accepting, understanding, and even "appreciating" foreign cultures, forgetting cultural equality and missing the opportunity for reflection and discussion.

The college English curriculum consists of three types of courses: General English, English for Specific Purposes, and Cross Cultural Communication. Although cross cultural communication is set as an elective course, its course status can't be ignored. The current attitude of students towards this course as 'contemptuous' also indicates the necessity of rebuilding the ideological and political teaching pattern of the course 'Cross Cultural Communication' in the context of the new era.

4. Construction of ideological and political framework for cross-cultural communication courses in higher vocational education

4.1 Enhance teachers' ideological and political literacy and lay a solid foundation for curriculum ideological and political education

A teacher must first straighten their body. To do a good job in ideological and political education in cross-cultural communication courses, teachers need to first improve their own ideological and political abilities. After all, before giving students a glass of water, teachers need to have a bucket or even a pool of water to meet the ever-changing learning and development needs of contemporary students. Teachers need to achieve both "specialization" and "understanding of politics", otherwise, it is difficult to change the phenomenon of "two skins" between professional education and ideological and political education.

To preach, first understand the way and believe. Teachers of cross-cultural communication courses should strengthen their theoretical learning, keep up with the times, and continuously deepen their political theory cultivation. The Teacher Law states that teachers should "continuously improve their ideological and political consciousness and educational and teaching professional level". As disseminators of advanced ideas and culture and staunch supporters of the Party's governance, teaching teachers must first continuously improve their political theory level, establish the "four consciousnesses", strengthen the "four confidences", and achieve the "two safeguards". They must always maintain a high degree of consistency with the country in their political stance, direction, principles, and path. For party member teachers, they should constantly learn and practice to become teachers; For non party member teachers, it is necessary to enhance their theoretical, ideological, emotional, and practical identification with curriculum ideological and political education, so that educators can first receive education and continuously inject new elements into curriculum ideological and political construction [4]. In this way, all teachers can wholeheartedly do a good job in ideological and political education in the curriculum, and be the guides for students to dedicate their youth to the motherland. Otherwise, if their body is not upright, it will be difficult to be a teacher. After all, the fundamental task of education is to 'cultivate virtue and nurture people'. Before carrying out relevant course ideological and political work, teachers must first enhance their own course ideological and political abilities.

4.2 Building a good teacher-student relationship and preparing for ideological and political education in the curriculum

The teacher-student relationship in higher education institutions is a relationship between "adults", and teachers must first establish a good teacher-student relationship with students from this perspective

in order to be able to do a good job in ideological and political education during the teaching process.

Chinese modern educator Xia once said, "Education without emotions and love is like a pond without water. Without water, it cannot be called a pond, and without love, there can be no education." Only by allowing students to truly experience the love from the teacher's heart and establish a good interactive relationship with them, can students be willing to follow the teacher's guidance, learn how to be a good person, and also learn how to do things. In the classroom, teachers are the "academic masters" of students, leading them to explore the cultural knowledge palace with their rich knowledge; Outside the classroom, teachers are the "life mentors" of students, guiding their social lives and providing guidance for their progress. Only by building a harmonious teacher-student relationship can all aspects of ideological and political education in the curriculum proceed smoothly, and teachers can quietly and invisibly transmit the correct worldview, outlook on life, and values to students, doing a good job in "imparting knowledge", "cultivating abilities", and "shaping the correct values".

The cross-cultural communication course brings about the collision between different cultures. Teachers should introduce students with a critical perspective on problem-solving, and students' acceptance depends on the harmony of their relationship with the teacher. The more students like the teacher, the easier it is for the teacher's words and behaviors to be accepted by the students. The research of Ye and Gao [5] has shown that emotional relationships are the core of teacher-student relationships. Only by maintaining a good emotional relationship between teachers and students can the work of ideological and political education in the curriculum proceed smoothly.

4.3 Focusing on the characteristics of vocational college students and innovating the ideological and political model of courses

The famous British philosopher Whitehead once said, "In secondary school, students study at their desks; in university, they need to stand up and observe from all sides." College students are in a critical period of shaping their worldview, outlook on life, and values. Compared to undergraduate students, vocational college students have weaker cultural foundations, unclear ideal goals, weaker self-confidence, and rely more on the internet for their daily lives and studies. They have active thinking and a strong sense of independence [6]. When making course ideological and political plans, vocational college teachers must take into account the characteristics of vocational college students, focus on their characteristics, and innovate course ideological and political models.

1) Carefully design the ideological and political education curriculum to establish students' cultural confidence. Firstly, it is necessary to systematically sort out the course content, clarify the ideological and political design of each link before, during and after class, and implement the ideological and political education of the course through appropriate course ideological and political cases, videos, post class reading materials, and rich touchpoint resources. Specific integration methods include brainstorming, teacher-student interaction, educational base learning, case analysis, team collaboration games, group discussion forums, teacher lectures, etc.

2) Objectively view the world, be different from foreign cultures, consciously cultivate students' critical thinking, and enhance their independence. In the classroom, we should encourage students to be the masters of their own affairs, support them in pointing fingers at teachers, cultivate students' cross-cultural communication awareness in all aspects, and improve their sensitivity to cultural differences. Students can combine current events and hot topics, explore theories in depth, immerse themselves in character roles, and experience firsthand in rich practical activities. They can learn to put themselves in others' shoes and cooperate in groups, rather than just staying at the pragmatic level of cross-cultural communication.

3) Reasonably utilize modern information technology to make students the masters of mobile phones. Students are the main target of ideological and political education in the curriculum, and it is necessary to fully mobilize their learning enthusiasm and encourage them to actively participate in classroom activities in order to achieve ideal teaching results. Teachers should dig deep into the ideological and political resources of the curriculum, carefully create "smart and interesting classroom", skillfully design ideological and political issues, so that students can make good use of the Internet and get rid of mobile phone dependence.

4.4 Work together to cultivate positive education and share the story of ideological and political education in the curriculum

Course ideological and political education is not an independent course, nor is it an independent activity. The inherent requirement of ideological and political education in courses is "collaborative education". Teachers of cross-cultural communication courses should work together with other English majors to tell good ideological and political stories and work together to do a good job in positive education. Because the cultivation of intercultural communication skills is not only the content of the course "Intercultural Communication", but should be the joint effort of all English courses. Only by combining with other courses in English majors can we avoid the homogenization of ideological and political elements and truly do a good job in "all-round" ideological and political education.

5. Conclusion

As one of the courses in Business English major, the disciplinary status of Cross Cultural Communication cannot be ignored. English majors aim to cultivate global citizens and international talents with patriotism, and students must possess excellent multicultural communication skills. In the new era, it is necessary and important to carry out ideological and political work in cross-cultural communication courses in vocational colleges. Only by doing a good job in ideological and political education in the curriculum can we answer the core educational question of "what kind of person to cultivate" and truly improve the quality of education in the curriculum.

In the process of constructing the ideological and political framework of cross-cultural communication courses, teachers should first fully exert their teaching enthusiasm, initiative, and creativity, improve their own ideological and political abilities, continuously enrich the ideological and political elements of the curriculum, dig deep into the curriculum content, find good ideological and political touchpoints, appropriately integrate ideological and political content, use a lifelong learning attitude and spirit, and lead by example to help students plan their careers, learn how to be a person and do things, teach students to connect with real life, enhance their interest in learning, and enable students to adopt different views and attitudes when dealing with different events. With good communication skills, adaptability, and expression abilities, they can "understand" and "accept" foreign cultures, "respect" and "tolerate" differences between countries, "identify" and "accept". Our national culture has grown into a new generation of global youth with an international perspective.

In the process of constructing the ideological and political framework of cross-cultural communication courses, teachers should also pay attention to building and maintaining good teacher-student relationships with students to ensure the smooth progress of teaching activities. Education is the awakening of the true, good, and beautiful soul. Teachers should use the purest "teacher love", combined with the "brain gymnastics" of curriculum ideology and politics, to enhance students' political identification with "Chinese characteristics", achieve the unity of "knowledge imparting" and "education", and together with various courses, tell the story of the era of curriculum ideology and politics, achieve the social and humanistic goals of foreign language teaching, and provide talents for the country and society.

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