

Examining Cultural Values Through a Philosophical Lens: The Interrelation of Ideological Education and Multiculturalism

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Abstract: In the era of globalization, the convergence of diverse cultures has presented both challenges and opportunities for ideological and political education culture. This study focuses on the exploration of value leadership strategies within this context. The paper first outlines the research background, highlighting the significance of ideological and political education in a multi-cultural environment. It then defines the connotations of ideological and political education culture and diverse cultures, analyzing their interaction. The impact of diverse cultures on ideological and political education is discussed, including value conflicts, educational content and method challenges, and teacher-related difficulties. At the same time, opportunities such as enriching educational resources and promoting innovation are also presented. Based on principles like following socialist core values, respecting cultural diversity, and integrating theory with practice, the paper proposes strategies such as innovating educational concepts, optimizing content, improving teaching methods, and strengthening teacher training. Case studies of college courses and social practices verify the effectiveness of these strategies. In summary, this research emphasizes the importance of ideological and political education culture in guiding values, offering practical strategies for educators to cultivate students with correct values and global outlooks.

Keywords: Ideological and Political Education Culture; Diverse Cultures; Value Leadership; Socialist Core Values

1. INTRODUCTION

In today's era of accelerating globalization, the collision and integration of diverse cultures has become an irresistible historical trend. With the rapid development of information technology and the increasing frequency of international exchanges, the cultures of different countries and nationalities have exchanged and influenced each other at an unprecedented speed and depth. From the individualistic and liberal culture of the West to the collectivism and Confucian culture of the East; From ancient traditional cultures to emerging pop cultures, various cultures are intertwined and collided on a global scale, forming a rich and colorful cultural landscape. This kind of multicultural collision and integration has

not only brought new opportunities for ideological and political education, but also made it face many severe challenges. On the one hand, multiculturalism enriches the resources and content of ideological and political education. The values, morals, and historical views contained in different cultures provide a broader vision and richer materials for ideological and political education, which helps to broaden students' way of thinking and cultivate their cross-cultural communication skills and global vision. For example, the emphasis on the spirit of the rule of law and scientific rationality in Western culture, and the admiration of values such as harmony, benevolence, and filial piety in Eastern culture can all be useful supplements to ideological and political education (Yi & Dan, 2020). On the other hand, the impact of multiculturalism has also brought some problems to ideological and political education. The differences and conflicts between different cultures can easily lead to confusion and confusion among students in terms of values. Some undesirable cultural trends of thought, such as money worship, hedonism, and extreme individualism, may erode students' minds, weaken the influence of mainstream values, and affect the effectiveness of ideological and political education to a certain extent (Hu & Li, 2018). In addition, the spread of multiculturalism has also put forward new requirements for the methods and methods of ideological and political education, and the traditional education model may be difficult to adapt to this rapidly changing cultural environment. In this context, it is extremely necessary to conduct in-depth research on the value-leading strategy in the collision of ideological and political education culture and multiculturalism (Li, 2017). Through scientific and reasonable value guidance, it can help students correctly distinguish the advantages and disadvantages of various cultures in the wave of multiculturalism, firmly establish a correct world view, outlook on life and values, and enhance the recognition and practice of the core values of socialism. At the same time, the effective value-leading strategy also helps to improve the pertinence and effectiveness of ideological and political education, so that it can better adapt to the needs of the development of the times, and provide a strong guarantee for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

1.1 Research Status at Home and Abroad

In terms of theoretical research, scholars have conducted in-depth discussions on multiculturalism and educational integration from different

perspectives. Western scholar Banksy proposed that multicultural education aims to provide equal educational opportunities for students from different cultural backgrounds, and also proposed four methods of multicultural curriculum reform, emphasizing that multicultural education covers multiple dimensions to promote the development of students' multicultural literacy. Samuel Huntington's theory of culture clash points to the important role of education in promoting cultural understanding and harmony, and provides a macro cultural context analysis for multicultural education. From the perspective of ideological and political education, domestic scholars mainly discuss the influence of multiculturalism on ideological and political education and how to strengthen value guidance. On the one hand, it emphasizes the dominance of adhering to the core values of socialism, and enables students to deeply understand and practice them through a variety of ways; On the other hand, we should pay attention to the integration of multicultural and ideological and political education content, and explore the positive elements of multiculturalism to enrich the content system. These theoretical studies provide theoretical support and direction guidance for multicultural education and its integration with ideological and political education from different levels (Wang, 2021). In terms of practice, many countries are actively carrying out multicultural educational practices. The United States has integrated rich multicultural elements into its education system, and in addition to mainstream cultural courses, it also offers many ethnic culture courses, focusing on creating a multicultural campus atmosphere and cultivating teachers' multicultural education capabilities (CHen, 2015). Canada pursues a policy of multiculturalism, focusing on the protection and inheritance of the languages and cultures of various ethnic groups, and carrying out cross-cultural exchange programs to promote the integration and interaction of students. Some European countries, such as the United Kingdom, France, Germany, etc., have also taken measures to promote cultural inclusion and integration. Many domestic universities, primary and secondary schools are also actively exploring the possibility of offering elective courses related to multiculturalism in colleges and universities, and integrating multicultural case materials into the teaching of ideological and political theory courses. Primary and secondary schools create a multicultural atmosphere through cultural activities on campus. However, both abroad and at home are faced with some problems in practice, such as the need to critically absorb experience due to differences in the historical, cultural and social systems of different countries, and the lack of in-depth understanding of

multiculturalism, the lack of extensive application of research results, and the need to improve the long-term value guidance mechanism in China.

2. OVERVIEW OF IDEOLOGICAL AND POLITICAL EDUCATION CULTURE AND MULTICULTURALISM

2.1 Cultural Connotation of Ideological and Political Education

Ideological and political education and culture is a key part of social ideological work, which is crucial to national stability, social progress, and individual development. It uses specific educational means to guide individuals to establish the correct three views, cultivate a firm political position, noble moral character and a strong sense of social responsibility, and cover political theory, ideological concepts, moral character, rule of law awareness and other aspects of the systematic cultural education system (Li, 2017). Political theory education: It teaches the basic principles of Marxism and the theoretical system of socialism with Chinese characteristics, and helps the educated to clarify the political direction and understand the national political system, development path and strategic policy. Marxist theory provides a scientific world outlook and methodology, while the theoretical system of socialism with Chinese characteristics provides a theoretical and action guide for modernization in light of national conditions (Sun, 2022). Ideological education: cultivate patriotic feelings, national spirit and collectivist spirit, and strengthen the sense of social responsibility and mission. Stimulate patriotic enthusiasm by telling the country's history, culture and development achievements; inherit and carry forward the national spirit, such as the industrious and brave qualities of the Chinese nation, and inspire the struggle for national rejuvenation; Publicize the values of collectivism, guide the establishment of a correct collective concept, and participate in collective activities. Moral character education: cultivate good moral qualities such as honesty and trustworthiness, respect for the elderly and love for the young, and improve moral cultivation and moral quality. Ethics is the norm of social behavior, and through moral education, we guide the establishment of correct moral concepts and cultivate behavioral habits, such as the school carries out themed class meetings and practical activities, so that students can experience and practice moral norms (Yi & Dan, 2020). Rule of Law Awareness Education: Popularize knowledge of laws and regulations, enhance the awareness and literacy of the rule of law, and make the educated consciously abide by the law in their life and work. The rule of

law is the basic way of national governance, and legal knowledge is imparted through rule of law courses and publicity activities, legal thinking and concepts are cultivated, and legitimate rights and interests are safeguarded (Li & Fu, 2020). Value-oriented: Guided by the core values of socialism, we advocate prosperity, democracy, civilization and harmony at the national level; At the social level, we advocate freedom, equality, justice and the rule of law; At the personal level, we advocate patriotism, dedication, integrity, and friendliness. Ideological and political education culture integrates it into the whole process of education and guides its practice (Jiahui & Rongsheng, 2024). Important role: maintain national security and social stability, and enhance the centripetal force of national cohesion (Wang, 2021); Promote the all-round development of people, pay attention to the cultivation of ideological quality and moral cultivation, and enhance the ability of innovation and practice; Inherit excellent cultural traditions and enhance cultural self-confidence; Provide ideological guarantee and spiritual support for social development, build consensus, and stimulate enthusiasm and creativity.

2.2 The connotation and Characteristics of Multiculturalism

Multiculturalism refers to the phenomenon of the coexistence, exchange, and influence of multiple cultural forms in the same society or region, reflecting cultural diversity, covering ethnic, racial, religious, regional and other cultural differences. From the perspective of ethnicity, the cultural elements of each ethnic group are unique, such as the Confucian culture and traditional festivals of the Chinese nation, and the cultural traditions of the Germanic and Latin ethnic groups in the West. From the perspective of religion, Christianity, Islam, Buddhism and other religious cultures spread among people in different regions, forming a pluralistic landscape. Multiculturalism has the following characteristics.

Diversity: Cultural elements are rich and diverse, and different cultures have significant differences in language, religion, values, customs, art forms, etc. Language is the carrier of culture, and there are many languages in the world, each with its own connotation. Religious beliefs shape culture, psychology, and behavior. In terms of values, the East emphasizes collectivism, while the West emphasizes individualism. Customs and traditions have their own traditions in terms of food, clothing, etiquette, etc. There are different art forms and styles, such as Chinese painting and oil painting, traditional music and symphony (Lin & Wang, 2022).

Integration: Multiculturalism communicates, influences, and integrates with each other. In the context of globalization, cultural exchanges are

frequent and spread through trade, immigration, etc. Linguistically, different languages lend words to each other; Food culture is integrated with each other, and Chinese and Western cuisines are spread to each other; The art field borrows from each other, modern dance and painting integrate different cultural elements; Ideologically, different cultural values influence each other (Singh, 2020).

Dynamics: Multiculturalism evolves over time and with social development, driven by social change, scientific and technological progress, and cultural exchanges. The changes of the times have changed life and values, the development of science and technology such as the Internet has accelerated cultural renewal, cultural exchanges have produced new cultural elements, and social changes have given birth to new cultural forms.

Reasons for the formation of multiculturalism: Differences in geographical environment: Different geographical environments create different production lifestyles and cultures, coastal ethnic cultures are open and adventurous, and inland ethnic cultures are conservative and stable. For example, ancient Greece developed maritime trade by the sea and opened up its culture, and ancient Chinese Central Plains agriculture formed a Confucian cultural tradition (Wang, 2023). The historical development process is different: the political, economic, and social changes in the historical process of various ethnic groups affect culture, China has a long history, Confucianism dominates, and the United States has a short history, integrating immigrant culture, and cultural diversity and tolerance.

Ethnic migration and integration: Ethnic migration has led to the collision and integration of cultural exchanges, the ancient Xiongnu and Turkic migrations have affected the surrounding cultures, and the phenomenon of modern migration has enriched the multicultural connotation (Ellison, 2021). Globalization and the development of information technology: globalization has brought countries closer together, and information technology has broken the limitations of time and space to promote cultural exchanges and integration, such as the Internet to spread cultures around the world and promote innovation and development (Berg, 2017).

2.3 The Relationship Between Ideological and Political Education Culture and Multiculturalism

2.3.1 Mutual Influence

Multiculturalism has had a multifaceted impact on the culture of

ideological and political education, which has both impacted and expanded. In terms of impact, the influx of multiculturalism brings challenges to the diversity of values, and the collision of different cultural values can easily confuse students' value judgments and choices. The contrast between Western values such as individualism and hedonism and values such as collectivism and hard work advocated by ideological and political education may lead some students to doubt traditional values and weaken the influence of mainstream values. For example, some students on campus pursue material things excessively, ignore spiritual pursuits, and lack attention to social responsibility and collective interests (Jeffcoate, 2017). Multiculturalism has also broadened the horizons and resources of ideological and political education. The ideological concepts, moral norms and humanistic spirit of different cultures provide materials and perspectives for ideological and political education. The benevolence, integrity, and harmony of traditional Chinese culture, the scientific spirit of Western culture, and the concept of the rule of law can all become useful supplements, enrich the content system of ideological and political education, and make it more vivid and diverse. The introduction of multicultural elements helps to cultivate students' cross-cultural communication skills and global vision, such as integrating the world's outstanding cultural achievements and carrying out cross-cultural communication activities, which can broaden students' thinking methods and enhance their awareness of cultural tolerance (Olneck, 1990). Ideological and political education culture has a guiding and integrating role in multiculturalism. Guided by the core values of socialism, ideological and political education guides students to treat multiculturalism correctly and establish correct cultural outlook and values. In the face of the impact of multiculturalism, through theoretical education and practical activities, students are guided to distinguish the advantages and disadvantages of culture, take the essence and remove the dross, and avoid being influenced by bad culture. By cultivating cultural self-confidence, students can enhance their identity and pride in local culture, adhere to the foundation of national culture, such as carrying out patriotic education and national cultural inheritance activities, stimulate students' patriotic enthusiasm and national pride, and inherit and carry forward the excellent traditional Chinese culture. Ideological and political education culture can also integrate diverse cultures, promote the exchange and integration of different cultures, and promote the harmonious coexistence of diverse cultures on the basis of mutual respect and understanding (Evans, 1991). Advocate the concept of inclusive and open culture, encourage students to

participate in multicultural communication and interaction, and promote mutual learning from cultures. The school organizes multicultural festivals, international cultural exchange weeks and other activities to provide students with a platform for cultural display and exchange, enhance understanding and respect for different cultures, and promote the integration and development of multiculturalism. In addition, it guides students to establish the pursuit of common values, such as the pursuit of truth, goodness and beauty, and the recognition of a community with a shared future for mankind, so as to unite diverse cultures under the common value goal, achieve organic integration, and provide spiritual power for the harmonious development of society.

2.3.2 Value Association

Ideological and political education culture and multiculturalism have close common values in cultivating all-round talents and promoting social harmony. In terms of cultivating all-round talents, both are committed to improving the overall quality of people. Ideological and political education and culture pay attention to cultivating students' ideological and political quality, moral quality, and sense of social responsibility, and enable students to establish a correct world outlook and person through systematic education and guidance, outlook on life and values, with a firm political stance and noble moral sentiments. Multiculturalism, on the other hand, emphasizes the cultivation of students' multicultural literacy, including cross-cultural communication skills, cultural tolerance awareness, critical thinking, etc. Through exposure and learning about diverse cultures, students are able to broaden their horizons, increase their knowledge, cultivate innovative thinking and global perspectives, and improve their comprehensive literacy. The two complement each other and work together to promote the all-round development of students. For example, a student with good ideological and political qualities and multicultural literacy can not only maintain the right direction at the moral and political level, but also be able to show an open and inclusive attitude in cross-cultural communication, have the ability to innovate and a global vision, and better adapt to the development needs of the era of globalization (May, 2009). In promoting social harmony, ideological and political education and culture play an important role in multiculturalism. Ideological and political education enhances the cohesion and centripetal force of members of society and promotes social stability and harmony by disseminating mainstream values. It guides people to establish a correct outlook on the country, the nation, and history, so that people can reach a consensus

ideologically and work together to achieve the country's development goals (Giroux, 1995). Multiculturalism promotes cultural exchange and integration, reduces cultural conflicts, enhances understanding and trust between different groups, and creates a good cultural atmosphere for social harmony. Mutual respect and tolerance between different cultures can promote the diversity and richness of society and stimulate the vitality of innovation. For example, in a multicultural society, people of different nationalities and cultural backgrounds can understand and cooperate with each other to jointly solve social problems, promote social progress and development, and achieve social harmony and stability.

3. THE PRINCIPLE OF GUIDING THE CULTURAL VALUE OF IDEOLOGICAL AND POLITICAL EDUCATION

3.1 Adhere to the Orientation of the Core Socialist Values

The core values of socialism are the mainstream values of contemporary China, which profoundly reflect the essence and value pursuit of socialism. At the national level, prosperity and strength promote national prosperity and national strength; Democracy guarantees that the people are the masters of the country; Civilization covers many fields and embodies social progress; Harmony promotes the harmony of all kinds of relationships and helps long-term peace and stability. At the social level, freedom gives citizens legal rights; Equality ensures equality before the law; impartially maintain the fairness and justice of resource allocation and interest coordination; The rule of law regulates behavior and maintains order through the law. At the personal level, patriotism inspires deep feelings and responsibility for the country; Dedication requires respect for the profession and dedication (Ma, 2020). It plays a key role in the value of ideological and political education. The task of clarifying the value goals of ideological and political education and cultivating socialist builders and successors should be integrated into the core values, so as to help students establish the correct three views, clarify their life and social responsibilities, and devote themselves to the construction of the Chinese dream. Enrich the content of ideological and political education, cover values in various fields, and provide materials for teaching. In teaching, it is used as a guide, combined with case studies, to enhance the attractiveness, such as carrying out patriotic education, telling patriotic deeds, and stimulating students' enthusiasm and pride (Jakubowicz, 1981). It can also improve the effectiveness of ideological and political education, and help students

distinguish between right and wrong, internalize values, externalize actions, improve moral and social responsibility, and resist bad trends of thought under the impact of multiculturalism, such as guiding students to criticize individualism and money worship.

3.2 Respect for the Principle of Cultural Diversity

Cultural diversity is the characteristics of human society and the driving force of civilization progress, and it is of great significance in the collision between ideological and political education and multiculturalism. Different cultures have differences in values, morals, and ways of thinking. In terms of values, the West focuses on individualism and pursues individual freedom, rights and achievements. For example, the traditional Chinese culture in the East emphasizes collectivism, attaches importance to the connection between the individual and the collective, and highlights social responsibility. In terms of morality, religious cultures such as Christianity "love your neighbor as yourself", Buddhism "compassion for the heart", and secular culture such as Confucianism's "Five Constants". Each has its own criteria. In terms of way of thinking, the West emphasizes logic and empirical evidence, and pursues precision; The East tends to be dialectical and holistic, such as the theory of yin and yang, which focuses on the connection and change of things (Li, 2017). Respecting cultural differences in ideological and political education is the key to equal communication and tolerance. Educators should abandon prejudices, treat different cultures with an open mind, objectively introduce cultural characteristics and values in teaching, and guide students to understand the uniqueness of culture. Encourage students to participate in multicultural exchanges, organize international cultural festivals, seminars and other activities for students to show and experience different cultures, and enhance understanding and respect, such as showcasing cultural characteristics and appreciating other cultures at international cultural festivals, discussing cultural issues in seminars, broadening thinking, and cultivating intercultural competence and tolerance (Kang, 2014). Ideological and political education can practice this principle through a variety of measures. In terms of curriculum, multicultural courses, such as world cultural history and cross-cultural communication, are added to systematically impart knowledge (Banks, 2009). The teaching method uses cases, group discussions, and role-plays to allow students to feel cultural differences in contexts, such as discussing cases of cross-cultural conflicts. People from different cultural backgrounds are invited to hold lectures and exchanges

to enhance students' perceptual cognition. Respecting cultural diversity can cultivate students' global vision and cross-cultural communication skills, establish correct cultural outlook and values, and cultivate high-quality talents for the Chinese dream.

3.3 The Principle of Combining Subjectivity and Dominance

In ideological and political education, students are the main body of learning, and giving full play to their subjective initiative is very important to the educational effect. Students are independent thinkers and innovative, and can absorb the essence of culture through active participation in multicultural learning, and cultivate cross-cultural and critical thinking. During class discussions, students use their knowledge and experience to express their opinions and ask questions, and through self-directed and cooperative learning, they internalize their knowledge and shape their values (Banks & Banks, 2010). Educators are the leaders of ideological and political education, and shoulder the mission of guiding students to treat multiculturalism correctly. Professional knowledge and teaching experience are required to grasp the direction of educational goals. In the face of culture shock, help students establish correct cultural outlook and values, and identify cultural advantages and disadvantages. Through theoretical explanations, case analysis, and practical guidance, students can understand the core values of socialism and enhance their identity. For example, when explaining Western individualistic values, analyze the pros and cons, guide students to balance individual and collective interests, and cultivate a sense of social responsibility (Lee, 2013). There are a number of strategies to implement this principle. In terms of teaching methods, interactive and inquiry-based teaching is used to stimulate students' interest and initiative, teachers set questions, organize group discussions, encourage students to express themselves, and provide timely feedback and guidance (Eldering, 1996). Practical activities focus on cultivating students' practical and innovative spirit, organizing international cultural festivals, cultural research, etc., so that students can experience the charm of culture and enhance cross-cultural competence. In the cultural research, students conduct field trips, interviews, collect data, and cultivate observation and research skills. Teachers provide guidance and support in practice, help students solve problems, and improve their overall quality.

3.4 The Principle of Combining Theory and Practice

The combination of theory and practice of ideological and political

education is the core of improving effectiveness, closely linking theoretical knowledge with real life and social practice, helping students deepen their understanding and realize value guidance. Theoretical learning is the foundation, the construction of ideological and political knowledge and value system, Marxism, the theory of socialism with Chinese characteristics is the core, contains the three views of science, through the classroom, textbook learning, students understand the social law, the national road and personal responsibility. However, it is easy to be boring and difficult to internalize the study of pure theory, so it is important to combine it with real life (McCarthy, 1994).

Real life is the source of ideological and political education, which correlates theory with students' daily life, so that students can feel the value of ideological and political education. When facing moral and value judgments in life, such as getting along with classmates and facing difficulties, students are guided to analyze and solve problems in combination with theories to enhance their understanding and application. When explaining "friendliness", guide students to recall and help their classmates to understand the connotation and practice their values (Joshee, 2009). Social practice is the key link, providing students with a platform for applying theories to exercise their abilities and improve their quality. Organize volunteer service, social research, internship and other activities to let students understand the society and enhance their sense of responsibility. Participate in community, environmental protection and care projects in volunteer service to cultivate a sense of dedication and care; Social research focuses on hot issues, collects and analyzes data, and cultivates problem-solving skills; Internship training combines professionalism and work to improve skills and professionalism (Eldering, 1996).

To implement this principle, teachers use case teaching in teaching, and select typical cases to guide students to analyze, such as explaining the combination of governing the country according to law and the Sun Xiaoguo case. Organize group discussions, role-plays, and simulated scenarios to improve practical and collaborative skills. The school strengthens cooperation with the society, establishes a practice base, provides rich practice opportunities, encourages students to participate in competitions, and stimulates innovative practice ability. The combination of theory and practice can enable students to deeply understand and apply knowledge, improve their ideological, moral and practical ability, and cultivate socialist builders and successors.

4. THE STRATEGY OF IDEOLOGICAL AND POLITICAL EDUCATION AND CULTURAL VALUE GUIDANCE

In the context of multiculturalism, ideological and political education needs to be co-innovated in many aspects such as educational philosophy, content, methods, and teacher team construction in order to achieve value leadership, as shown in Figure 1. These strategies aim to enable ideological and political education to better respond to challenges, seize opportunities, and cultivate talents in the new era with correct values and a global vision.

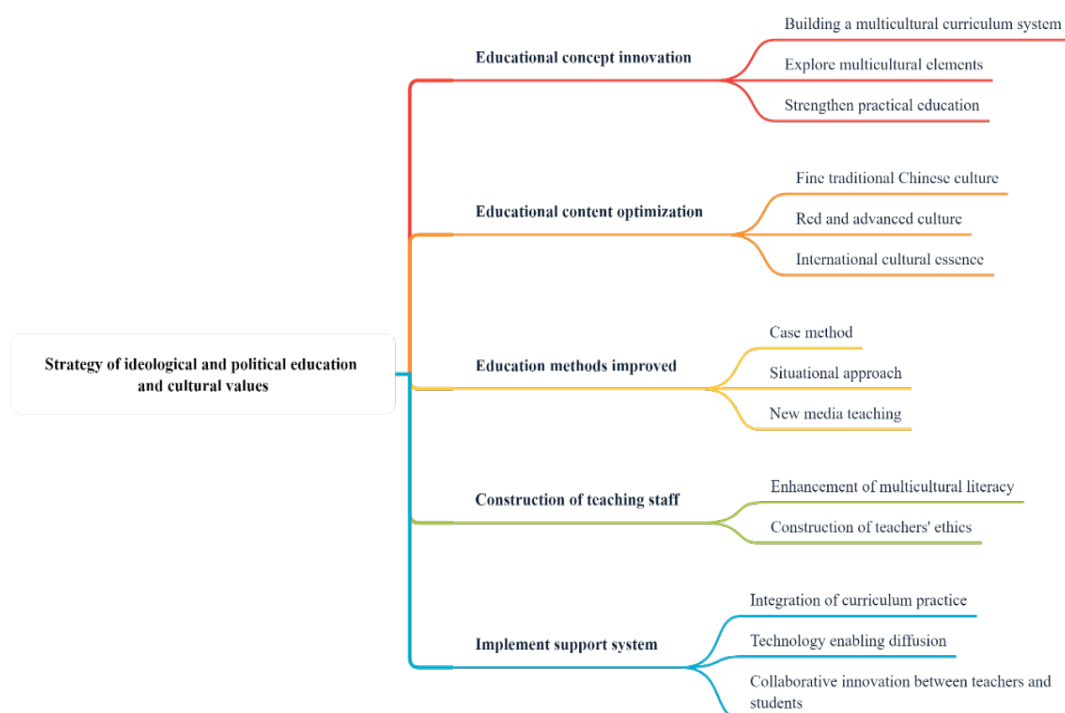


Figure 1: Ideological and Political Education and Cultural Value-Led Strategies

4.1 Innovation in Educational Concepts

Integrating the concept of multicultural education into ideological and political education is an inevitable choice to adapt to the development of the times, and it is of great significance to cultivate students' sense of cultural identity and belonging. When constructing a multicultural curriculum system, it is necessary to retain core courses such as Marxist theory and the theoretical system of socialism with Chinese characteristics, and also to add courses such as world cultural history, cross-cultural communication, and ethnic culture studies. The course of World Cultural History can help students systematically understand the origin, development and characteristics of different cultures, and broaden their cultural horizons. The Intercultural Communication program develops

students' communication skills in a multicultural environment. The Ethnic Culture Studies program focuses on the unique cultures of each ethnic group to enhance students' understanding and respect for multiculturalism. In terms of teaching content, it is necessary to dig deep into the multicultural elements and organically combine them with ideological and political education. When explaining the core values of socialism, you can introduce examples of relevant values from different cultures. For example, when talking about "friendliness", it can not only reflect the traditional Chinese concept of friendliness, but also list the caring spirit embodied in volunteer service in Western culture, guide students to compare and analyze, and realize that although different cultures have differences in the expression of values, they have the same essence, so as to enhance the awareness of cultural tolerance. By holding international cultural festivals, cultural exchange lectures and other activities, we create a strong multicultural atmosphere. At the festival, students can showcase traditional costumes, food, music, dance, etc., to experience the charm of multiculturalism and promote cultural exchange and interaction. The cultural exchange lecture invites experts, scholars and international students from different cultural backgrounds to share their experiences and insights, broaden students' thinking horizons, and enhance their understanding of multiculturalism (Czerniawski, 2022). Practical education is the key link of ideological and political education. Through social practice activities, students can apply theoretical knowledge to practice and deepen their understanding of the content of ideological and political education. Organize students to carry out social research, focus on rural revitalization, environmental protection and other social hot issues, students can use the ideological and political theories they have learned, analyze problems and propose solutions, and enhance their sense of identity and responsibility for the national development strategy. Corporate internships allow students to understand corporate culture and professionalism, and clarify their career development direction. Volunteering is an important way to cultivate students' sense of social responsibility and dedication. By participating in community volunteer services, such as caring for the elderly and widows, volunteering for tutoring, and environmental protection publicity, students can practice the core values of socialism in serving others. Volunteering can enhance students' awareness of environmental protection and cultivate a sense of ecological responsibility. In order to strengthen the concept of practical education, schools should strengthen cooperation with the society, establish practice bases, and provide students with rich practice opportunities. At the same time, the evaluation system

of practical teaching should be improved, and students' practical performance should be included in the comprehensive quality evaluation, so as to motivate students to actively participate in practice and improve the effect of practical education (Zhao, 2017).

4.2 Educational Content Optimization

The excellent traditional Chinese culture is a valuable asset of ideological and political education. The values of "benevolence", "courtesy" and "loyalty" in Confucianism play a significant role in cultivating students' moral character and sense of social responsibility. By telling stories such as "Confucius greets Lao Tzu" and "Mencius meets King Hui of Liang", students can deeply understand the connotation of "benevolence" and guide them to care for others in their lives. The idea of "propriety and righteousness" can help students establish civilized qualities, while the idea of "faithfulness" teaches students to adhere to integrity and loyalty. The Taoist concept of "Taoism and Nature" and "Governance by Inaction" has enlightenment for cultivating students' outlook on nature and life. "Taoism and Nature" can guide students to establish environmental awareness and respect the laws of nature; "Doing nothing" is not about doing nothing, but about teaching students to follow the laws of development and maintain a peaceful mind. In addition, the Mohist idea of "simultaneous love" and "non-aggression", the Legalist idea of "rule of law", as well as cultural forms such as poetry and songs, traditional festivals, etc., all contain rich values. In order to better tap these resources, relevant teaching materials can be compiled, lectures and cultural sites can be carried out, and students can be encouraged to participate in traditional cultural clubs and improve their cultural literacy (NinanThomas, 2010). Red culture carries the original aspiration and mission of the Chinese Communists, and advanced socialist culture represents the mainstream of contemporary Chinese culture. Integrating the two into ideological and political education can play an important educational function. Telling the story of red is an important way to inherit red culture. For example, stories such as Liu Hulan's heroic death and the Red Army's Long March can stimulate students' patriotic feelings and the spirit of hard work (Trompenaars, 2007). Publicizing the deeds of advanced figures, such as Lei Feng's wholehearted service to the people and Yuan Longping's dedication to hybrid rice research, can cultivate students' dedication and innovative spirit. In order to integrate the red culture and the advanced socialist culture, relevant content can be added to the curriculum, and diversified methods such as cases, situations, and practical teaching can be adopted in the

teaching methods. For example, case teaching selects typical red stories and advanced character deeds to guide students to analyze and discuss; Situational teaching creates revolutionary scenes and advanced character work scenes to enhance students' experience; Practical teaching organizes students to visit the Red Memorial Hall, carry out volunteer services, and practice the core values of socialism. Positive elements such as innovative spirit, environmental awareness, and teamwork in multiculturalism are beneficial to cultivating students' comprehensive quality. The emphasis on innovation in American culture, Germany's advanced experience in environmental protection, and Japan's emphasis on teamwork can all be introduced into ideological and political education (Jeffcoate, 2017). Introducing cases of scientific and technological innovation from the United States, such as the development history of Apple, can stimulate students' innovative thinking; Introduce the German waste sorting system and the development of renewable energy, which can enhance students' awareness of environmental protection; Talking about the experience of team building in Japanese companies helps to cultivate students' teamwork skills. Ideological and political educators should have a cross-cultural vision, select cultural elements with educational significance, guide students to view multiculturalism correctly, and cultivate cultural tolerance awareness and critical thinking. Enhance students' intercultural communication skills through the organization of intercultural exchange activities.

4.3 Improvement of Educational Methods

The case teaching method introduces practical cases into ideological and political teaching, which can improve students' value judgment ability. When selecting cases of cultural conflict and integration at home and abroad, it is necessary to pay attention to typicality and contemporaneity. For example, the "THAAD incident" reflects cultural conflict, and "The Development and Cultural Integration of Hollywood Films in China" shows cultural integration. In teaching, teachers guide students to think about the cultural phenomena and values behind the cases through questions. For example, when analyzing the THAAD incident, we can ask about the cultural factors of South Korea's decision-making and the cultural roots of the Chinese people's opposition. Analyzing the case of Hollywood films, we can discuss the enlightenment of cultural integration to the Chinese film industry. Organize group discussions for students, promote the collision of ideas, cultivate teamwork and communication skills, and enhance students' understanding of multiculturalism and value

judgment ability (Jiang et al., 2021). The contextual teaching method enhances the value leading effect of ideological and political education by creating multicultural situations. An international cultural festival is held, and a cultural exhibition area of various countries is set up for students to showcase and experience different cultures. In the role-play activities, students simulated scenarios such as international business negotiations to experience different cultural ways of thinking and behaving. In contextual experiences, teachers guide students to understand the connotations of different cultures. At the International Cultural Festival, students are guided to think about the cultural connotations of different costumes; In role-playing, analyze the motivations of characters from different cultural backgrounds. After the event, students will be organized to reflect on and discuss, summarize their experience, deepen their understanding of multiculturalism, and cultivate cultural tolerance and intercultural communication skills. The new media teaching method uses online platforms and social media to expand the channels of ideological and political education. Teachers can offer ideological and political courses on the online course platform, using video explanations, case analysis, online discussions and other forms to facilitate students' learning. In terms of social media, ideological and political content is published through WeChat official account, Weibo, Douyin, etc., such as analysis of current affairs and red culture stories, and attracts students' attention in the form of pictures, texts, videos, etc. In order to improve the teaching effect of new media, teachers need to improve their new media literacy, master skills such as video production and graphic editing, understand the rules of new media communication, establish good interaction with students, respond to students' feedback in a timely manner, adjust teaching strategies according to students' needs, and enhance the timeliness and attractiveness of ideological and political education (Olneck, 1990).

4.4 Faculty Construction

Improving teachers' multicultural literacy is the key to enhancing the value leading effect of ideological and political education. Teachers are regularly organized to participate in multicultural education and training, covering multicultural theories, different cultural characteristics, cross-cultural communication skills, etc. Experts and scholars will be invited to hold lectures to enhance teachers' understanding of multiculturalism and cross-cultural communication skills through case analysis and cultural experience (Evans, 1991). Teachers are encouraged to participate in international academic exchange activities to broaden their cultural

horizons. International academic exchanges bring together scholars from all over the world to share educational concepts and research results from different cultural backgrounds. Teachers can learn about the dynamics of international education, learn advanced experience, establish international partnerships, and improve their multicultural literacy. Schools should provide support, set up funding for training, strengthen international cooperation, and create more learning opportunities for teachers. Teachers' professional ethics have a profound impact on the formation of students' values. Teachers should uphold the professional ethics of dedication, love for students, teaching and educating people, being a role model, and lifelong learning. In teaching, respect students' views and create a democratic classroom atmosphere; Be honest and trustworthy, and do what you say; Cultivate students' sense of social responsibility and organize social practice activities (May, 2009). Schools should strengthen the establishment of teachers' professional ethics, establish evaluation and evaluation mechanisms, and include professional ethics performance in performance appraisals and professional title evaluations. Carry out training on teacher ethics and teacher style and thematic education activities to enhance teachers' moral awareness. Strengthen supervision and management, establish a complaint and reporting mechanism, maintain the good image of the teaching team, give play to the role of teachers in moral demonstration, and promote the all-round development of students.

5. CASE ANALYSIS

5.1 Teaching Cases of Ideological and Political Courses in Colleges and Universities

Taking the course "Ideology, Morality and the Rule of Law" of a university as an example, in the context of multiculturalism, the course actively uses a variety of value-led strategies to teach, and has achieved certain teaching results, but there are also some problems. In terms of educational concept innovation, the university has established a multicultural education concept and integrated multicultural elements into the curriculum system. In terms of teaching content, in addition to explaining the basic theoretical knowledge in the textbook, it also introduces cases of ethics and rule of law from different cultural backgrounds. In the moral part, it not only tells the traditional Chinese moral story, such as the virtue of humility embodied in "Kong Rong Makes Pears", but also introduces cases about integrity in Western culture, such as the story of "Washington cutting down a cherry tree", and guides

students to understand not the commonalities and differences of moral concepts in the same culture cultivate students' awareness of cultural tolerance (Giroux, 1995). At the same time, it strengthens the concept of practical education and organizes students to carry out social practice activities. For example, organize students to participate in community volunteer services, so that students can practice ethics in service and enhance their sense of social responsibility; Carry out publicity activities on the rule of law, so that students can have a deep understanding of the importance of the rule of law in social life, and raise students' awareness of the rule of law. In terms of optimizing educational content, we will dig deep into the excellent traditional Chinese cultural resources and integrate Confucianism and Taoism into teaching. When explaining ideals and beliefs, he cites the Confucian idea of "self-cultivation and unity to govern the country and level the world" to guide students to establish lofty ideals and aspirations; When explaining the relationship between man and nature, the Taoist concept of "Taoism and Nature" is introduced to cultivate students' ecological morality. Integrate the red culture and the advanced socialist culture, and stimulate the students' patriotic feelings and the spirit of hard work by telling red stories, such as the heroic deeds of the Red Army soldiers during the Long March; Promote the deeds of advanced figures, such as the deeds of Yuan Longping, the "father of hybrid rice", and cultivate students' professionalism and innovative spirit (Jakubowicz, 1981). Reasonably absorb the excellent achievements of multiculturalism, introduce concepts and cases on innovation and environmental protection from foreign cultures, and broaden students' horizons. Introduce the innovation culture of Silicon Valley in the United States, and encourage students to cultivate innovative thinking; Talk about Germany's environmental protection experience and enhance students' environmental awareness. In terms of the improvement of educational methods, the case teaching method is adopted, and representative cases of cultural conflict and integration at home and abroad are selected. When explaining cultural self-confidence, he took "The Success of the Palace Museum's Cultural and Creative Products" as an example to analyze the cultural charm generated by the combination of traditional culture and modern creativity, and how to show the self-confidence of Chinese culture in international cultural exchanges. At the same time, it will focus on "the development and cultural integration of Hollywood films in China". As an example, students are guided to think about the meaning and impact of cultural integration, and students' value judgment ability is improved. Use contextual pedagogy to create multicultural contexts. Hold international cultural festivals and set

up cultural exhibition areas of different countries and nationalities, so that students can experience the charm of multiculturalism; Role-play activities, such as Model United Nations conferences, allow students to play the role of representatives of different countries, experience the thinking and behavior habits of different cultures in simulated situations, and enhance cross-cultural communication skills. Use new media teaching methods to expand teaching channels (Li, 2017). Through online platforms, such as online course platforms, online courses on "Ideology, Morality and the Rule of Law" are offered to facilitate students to learn anytime and anywhere; Use social media, such as WeChat official accounts, to regularly publish content related to ideological and political education, including analysis of current affairs, explanation of ethics and rule of law, etc., to attract students' attention and participation, and enhance the timeliness and attractiveness of teaching. Through the implementation of these teaching strategies, the course "Ideology, Morality and the Rule of Law" has achieved remarkable teaching results. Students' enthusiasm and initiative in learning have been significantly improved, their participation in the classroom has been greatly improved, and their interest in ideological and political courses has also become increasingly strong. Students' ideological and moral quality and concept of the rule of law have been effectively improved, and they can consciously practice moral norms, abide by laws and regulations, and show good moral outlook and legal literacy in social practice. Students' awareness of cultural tolerance and cross-cultural communication skills are also cultivated, and they are able to look at different cultures with an open and inclusive mind, respect cultural differences, and actively participate in multicultural exchanges and interactions (Jakubowicz, 1981). There are also some problems with the teaching of this course. In terms of educational philosophy, although the concept of multicultural education has been established, in actual teaching, some teachers do not have a deep understanding of multiculturalism, and fail to fully reflect the connotation of multicultural education in teaching, resulting in students' limited understanding and acceptance of multiculturalism (Kang, 2014). In terms of educational content, although the teaching content has been enriched, there are still deficiencies in the integration and connection of the content, and the connection between some contents is not close enough, which affects the students' systematic mastery of knowledge. In terms of educational methods, the application of new media teaching methods is not proficient enough, and some teachers' ability to use new media tools needs to be improved, resulting in the failure to give full play to the teaching effect. In terms of the construction of

teachers, the construction of multicultural literacy and professional ethics of teachers still needs to be strengthened, and some teachers have certain difficulties in cross-cultural teaching, and the ideological guidance and value guidance for students are not in place. In response to these problems, the university has taken a series of improvement measures. Strengthen teacher training, improve teachers' understanding and application ability of multicultural education concepts, regularly organize teachers to participate in multicultural education training and academic exchange activities, broaden teachers' cultural horizons, and improve teachers' multicultural literacy. Optimize the integration and cohesion of teaching content, organize teachers to conduct teaching seminars, clarify the key points and difficulties of teaching content, strengthen the connection between different contents, and make teaching content more systematic and coherent. Intensify the training of teachers' new media teaching ability, invite professionals to conduct new media technology training, encourage teachers to actively explore new media teaching methods and models, and improve the effectiveness of new media teaching. Further strengthen the construction of teachers' professional ethics, improve the evaluation mechanism of teachers' professional ethics, strengthen teachers' moral awareness, guide teachers to better play a role in moral demonstration in teaching, and set a good example for students (Banks, 2009). Through the implementation of these improvement measures, the teaching quality of the university's "Ideology, Morality and the Rule of Law" course has been further improved, and the value leading role in the multicultural context has also been better played.

5.2 Cases of Social Practice Activities

In response to the trend of multicultural development, a community organized a variety of multicultural exchange activities, aiming to promote the exchange and integration of residents with different cultural backgrounds in the community, and at the same time explore the value and leading role of ideological and political education and culture. The activity attracted a wide range of residents from different nationalities, occupations and ages in the community, and became a vivid practice of community culture construction. The content of the event covered many aspects, and its Chinese display was a highlight. Residents of different nationalities displayed their traditional costumes, handicrafts, special delicacies, etc. Mongolian residents dressed in brightly colored Mongolian robes, displaying exquisite horse-head fiddles and leather paintings with ethnic characteristics; Uyghur residents brought fragrant naan, colorful Adelaide

silk and delicate tambourines; Han residents displayed traditional works of art such as paper-cutting and calligraphy. Through these displays, the residents intuitively felt the unique charm of different ethnic cultures and enhanced their understanding and understanding of multiculturalism (Banks & Banks, 2010). The cultural performances were also exciting. The community invited a professional art team and a performance team organized by residents to bring their own unique cultural programs. There is a dance "Auspicious Ballad" that shows Tibetan culture, and the dancers are dressed in gorgeous Tibetan costumes and dance beautifully, vividly showing the Tibetan people's yearning for a better life; There is also a violin performance that reflects Western culture, and the melodious sound of the piano echoes in the community square, allowing residents to appreciate the elegance of Western music (Lee, 2013). In addition, the community residents also performed opera and folk dances with local characteristics, such as excerpts from Peking Opera and Northeast Duo Zhuan, showing the profound heritage of local culture. These cultural performances not only enrich the spiritual and cultural life of the residents, but also promote the exchange and integration between different cultures. In the course of the activity, the community skillfully integrated the value guidance of ideological and political education culture. Through the setting up of propaganda display boards on the core socialist values, the values of prosperity, democracy, civilization, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, and friendliness are publicized to residents (Eldering, 1996). In the cultural display and performance, we pay attention to excavating the positive energy elements contained in it and guide residents to establish correct values. When introducing the traditional handicrafts of the Mongolian people, the spiritual qualities of the Mongolian people's diligence, bravery, unity and cooperation are emphasized. When appreciating Tibetan dances, residents are guided to feel the Tibetan people's awe of nature and love for life, so as to cultivate residents' ecological awareness and positive attitude towards life. This multicultural exchange activity has achieved remarkable results. From the perspective of cultural exchange, the residents' understanding and respect for different cultures has increased significantly. Before the event, many residents had little understanding of the cultures of other ethnic groups, and even had some misunderstandings and prejudices. Through participating in the activities, residents experienced the unique charm of different cultures, enhanced friendship and trust with each other, and formed a more harmonious and inclusive cultural atmosphere in the community. From the perspective of the value guidance of ideological and political education, the residents' sense of identity with the core values of

socialism has been enhanced (Banks, 1993). Through publicity display boards and activity guidance, the core values of socialism have become more deeply rooted in the hearts of the people, and residents have more consciously practiced these values in their daily lives. In the community volunteer service activities, more and more residents actively participated, showing the volunteer spirit of dedication, fraternity, mutual assistance and progress, and embodying the value pursuit of patriotism, dedication, integrity and friendliness. In the community's civilization creation activities, residents actively participate in garbage classification, environmental remediation and other work, contribute to the construction of a civilized and harmonious community, and practice the value goals of prosperity, democracy, civilization and harmony. However, there are also some shortcomings in the activity. In terms of event organization, due to the large number of participants, it is difficult to maintain order at the event site, resulting in crowding and chaos in some links. In the cultural display and performance, although the content is rich and diverse, the excavation and explanation of the cultural connotation are not deep enough, and some residents only stay on the surface of appreciation, and do not have enough understanding of the deep meaning behind the culture (Joshee, 2009). In response to these problems, the community has taken improvement measures in follow-up activities. Strengthen the organization and management of activities, formulate detailed activity plans in advance, reasonably arrange venues and time, increase the number of staff, strengthen on-site order maintenance, and ensure the smooth progress of activities. In the cultural display and performance, professional cultural scholars or docents are invited to conduct in-depth interpretation of the cultural content on display, guide residents to better understand the cultural connotation, and improve the quality and effect of cultural exchanges. Through the analysis of the multicultural exchange activities of the community, it can be seen that it is feasible and effective to integrate the value guidance of ideological and political education culture into social practice activities. It can not only promote the exchange and integration of diverse cultures, enrich the spiritual and cultural life of residents, but also enhance residents' identification with the core values of socialism, improve the ideological and moral quality of residents, and provide strong spiritual support for the construction of a harmonious community.

6. CONCLUSIONS

Through the analysis of the connotation, characteristics and relationship

between ideological and political education culture and multiculturalism, this study clarifies the core position of ideological and political education culture as a key part of social ideological work, in guiding individuals to establish a correct world view, outlook on life and values, as well as the significant characteristics of multicultural diversity, integration and dynamics. The influx of multiculturalism not only enriches ideological and political education resources, promotes educational innovation, but also provides opportunities for cultivating students' global vision. However, at the same time, it also leads to a conflict of values, which makes ideological and political education face difficulties in terms of content, method and teachers' role and ability. In response to the challenges of multiculturalism, the cultural value guidance of ideological and political education should follow the principles of adhering to the core values of socialism, respecting cultural diversity, combining subjectivity and dominance, and combining theory and practice. The core values of socialism provide clear value goals and directions for ideological and political education, enrich the educational content system and enhance effectiveness. Respect for cultural diversity requires respect for cultural differences and the promotion of cultural equality and tolerance. The combination of subjectivity and dominance focuses on giving full play to students' subjective initiative, and at the same time strengthens the guiding responsibility of educators. The combination of theory and practice closely links the theory of ideological and political education with practical life and social practice to improve the effectiveness of education. Based on the above principles, a series of value-leading strategies are proposed. In terms of educational concept innovation, establish the concept of multicultural education, integrate multicultural elements into the curriculum system, and carry out cultural activities to create a multicultural atmosphere; Strengthen the practice of the concept of education, and improve students' value cognition and behavioral ability through social practice activities and volunteer service. In terms of optimizing educational content, we should deeply excavate the excellent traditional Chinese cultural resources, integrate the red culture and the advanced socialist culture, and reasonably absorb the excellent achievements of multiculturalism. In terms of improving educational methods, the case teaching method, situational teaching method and new media teaching method are used to enhance the attractiveness and effectiveness of teaching. In terms of the construction of teachers, the multicultural literacy of teachers is improved, the construction of teachers' professional ethics is strengthened, and the value leading effect of ideological and political education is enhanced. Through the analysis of the

teaching cases of ideological and political courses and social practice activities in colleges and universities, the feasibility and effectiveness of these value- leading strategies are verified.

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