

Ideological and Political Education from a Cross-Cultural Perspective: Paths and Challenges for Promoting an Inclusive Society

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Abstract: Based on the macro perspective analysis, the objects of ideological and political education under the cross-cultural perspective include relevant personnel from different countries and different nationalities. The educational objects of this study are mainly ethnic minority students in our country. In view of the cultural differences between different ethnic groups, the cross-cultural ideological and political education work can be effectively implemented to improve their ideological and political consciousness and promote the establishment of an inclusive society. In the specific research, we pay attention to the analysis of the key points and functions of ideological and political education from the cross-cultural perspective, explore the ways of this education in the establishment of an inclusive society, analyze the challenges it faces, and put forward suggestions to help the research and development of this work.

Keywords: Intercultural; Ideological and Political Education; An Inclusive Society

1. INTRODUCTION

The ideological and political education work under the perspective of Kua culture is different from the conventional ideological and political education work. The ideological and political education work under this background needs to consider the "specificity" and influence of culture, as well as the "integration" of culture. Otherwise, it will make it difficult for the objects to understand the relevant contents of ideological and political education, and in severe cases, there will be a kind of resistance. It is not conducive to the open welding of this work (Zhang & Yao, 2020). Therefore, in the work of relevant aspects, we must pay attention to the influence of culture, rationally choose education paths, clarify education objectives, adopt targeted education methods, and strengthen education effects (Du & Ji, 2021). Based on the perspective of promoting social inclusiveness, this paper explores the path of ideological and political education work under the cross-cultural perspective, clarifies the challenges faced by relevant aspects in the development of work, and provides support for the smooth implementation of relevant work.

2. KEY POINTS AND FUNCTIONS OF IDEOLOGICAL AND POLITICAL EDUCATION IN CROSS-CULTURAL PERSPECTIVE

2.1 Key Points of Work

The ideological and political education work under the cross-cultural perspective has its own personalized characteristics. In the concrete implementation, attention should be paid to the key points of education, which are specifically reflected in the following three aspects:

First, it is based on culture and education. Cross-cultural ideological and political education must pay attention to the development of cultural education, so that the objects of education can understand the relevant aspects of culture, take the culture as the basis, and study and comprehend the ideological and political related content on the basis of cultural identity and higher cultural cultivation, so as to strengthen the effect of ideological and political education. If the ideological and political education mode of "building tall from the ground" is adopted, it will be difficult to achieve the expected goals due to the lack of foundation of the educated objects (Zhang, 2023);

Second, pay attention to the needs of the object of education. In the ideological and political education work under the cross-cultural perspective, we must pay attention to the actual situation of the objects to be educated, understand and analyze their needs in detail, and set the educational content and mode based on their needs. Conventional educational methods should not be blindly used, so as not to affect the satisfaction of educational work (Zhang, 2020).

Third, pay attention to the improvement of educational conditions. When carrying out the work in relevant aspects, we must pay attention to the relevant educational conditions, improve and improve the educational conditions from multiple angles, ensure that the educational conditions meet the renewal period, and avoid the problem of poor educational effects caused by insufficient conditions. Specifically, it includes educational personnel, educational facilities, educational technology support, etc., which requires comprehensive analysis, multi-angle consideration, and reasonable educational conditions setting (Wang & Zhang, 2021).

2.2 Specific Role

The ideological and political education work under the cross-cultural perspective not only has the "basic" role of the conventional ideological and political education work, but also has its "unique" role, especially in

promoting the construction of an inclusive society, which plays a significant role. It is manifested in the following three points: First, inclusiveness. Through the ideological and political education work in relevant aspects, the educated can make them understand the ideological concept of our country and our Party in governing the country and the management of ethnic minorities, correctly interpret the policies in relevant aspects at any time, form a correct cognition and strong support, eliminate their own ideological errors and emotions, and realize ideological tolerance (Liu & Zhao, 2022); The second is political inclusion. Our country attaches great importance to the unity of all ethnic groups, takes democracy as the principle in politics, pays attention to the consultation of minority groups' opinions, and attaches great importance to them. With the help of cross-cultural ideological and political education, ethnic minorities can understand the political ideas and strategies of our country and our Party, interpret their political views, eliminate the deficiencies in political understanding, enhance the integration between ethnic groups, build a great social environment of unity, and promote the establishment of an inclusive society (Wu & Wang, 2023); Third, cultural inclusiveness. Ideological and political education itself is based on the relevant culture, gradually refined, and combined with the work needs of other aspects, so as to form specific points of view, requirements and routes (Kremer-Sadlik & Fatigante, 2015). According to the above work points and functions, the theoretical model of the implementation of ideological and political education under the cross-cultural perspective is drawn, as shown in Figure 1.

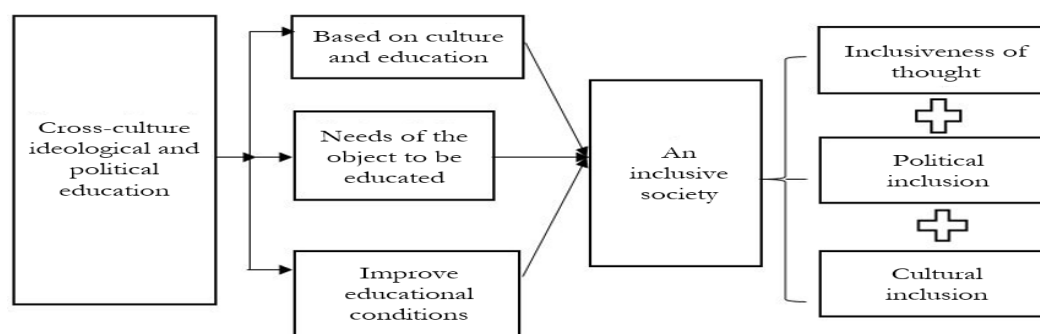


Figure 1: Theoretical Model

3. THE PATH OF PROMOTING INCLUSIVE SOCIETY THROUGH IDEOLOGICAL AND POLITICAL EDUCATION IN A CROSS-CULTURAL PERSPECTIVE

The formation of an inclusive society can be promoted through

ideological and political education from a cross-cultural perspective, and the specific paths include ideological cognition, cultural atmosphere and behavioral activities. Among them, the change of thought and cognition belongs to the foundation, the creation of cultural atmosphere belongs to the environment, and the development of behavioral activities belongs to the actual performance (Li & Fu, 2020).

Table 1: Impact of Different Pathways

Serial Number	The Way	Percentage (%)
1	Change of thought and cognition	30.0
2	Cultural atmosphere creation	20.0
3	Development of behavioral activities	50.0

3.1 Changes in Thought and Cognition

Thought guides behavior, attitude determines height. The development of ideological and political education under cross-cultural undertakings must pay attention to the change of ideological cognition of the objects to be educated, so that they can correctly understand relevant thoughts, views and theories, and carry out self-improvement and change on the basis of them. In this way, an inclusive "mentality" can be generated through understanding, even if there are certain cognitive differences in the content of ideological and political education. I will also accept relevant views based on the overall view of social development and gradually understand them through continuous learning (Cole, 2005). Therefore, it can be concluded that the ideological and political education under the cross-cultural perspective must take the ideological and cognitive change of the objects of education as an important goal, and promote the formation of an inclusive society through this channel. At the same time, it is also necessary to consider the individual differences of the objects to be educated, and give them a certain amount of time, so that they can continue to learn and improve, not rush for success (Li, 2020).

3.2 The Creation of Cultural Atmosphere

The establishment of an inclusive society requires the formation of an inclusive culture, so as to subtly affect all people and strengthen its actual effect and value. As each object of education belongs to the "basic unit" of the inclusive society, attention should be paid to its education and edification. In this way, cross-cultural ideological and political education needs to change the simple mode of classroom education, but also pay attention to strengthen the investment in the construction of cultural

atmosphere, and reflect the overall consciousness (McAllister & Irvine, 2000). For example, for schools, cross-cultural ideological and political education should be combined with the construction of school cultural environment. For enterprises and institutions, it should be combined with the construction of enterprise culture. For the whole society, it is necessary for the relevant government departments to strengthen the relevant publicity and investment, and form a good cultural atmosphere.

3.3 The Development of Behavioral Activities

Theory needs to be combined with practice to better reflect its practical significance and value. In the process of promoting the establishment of an inclusive society, we must pay attention to practice, and only through practice can we build an inclusive society and reflect the value of an inclusive society. Therefore, the related cross-cultural ideological and political education should not be carried out purely on the theoretical level, but also pay attention to the improvement of the practical ability of the educated, so that they can carry out specific behavioral activities under the correct ideological guidance. Taking ethnic minority college students as an example, they should truly understand the political line and principles and policies of the country and the Party, embody a high sense of social responsibility, correctly identify the corresponding public opinion, effectively avoid the influence of bad culture, and set personal development goals based on this, so as to contribute to the national construction, the unity of the Chinese nation, the construction of a harmonious society and the realization of the great Chinese dream (Robinson-Pant, 2005). On the whole, the ideological and political education work in the cross-cultural perspective needs to realize the establishment of an inclusive society from multiple ways.

4. CHALLENGES AND RECOMMENDATIONS

According to the above analysis of the key points and functions of ideological and political education work under the cross-cultural perspective and the specific promotion path, the current work is facing certain challenges, and it is necessary to strengthen the input of relevant aspects and effectively deal with the challenges, so as to achieve the expected goals (Durgunoglu & Verhoeven, 2013). According to the survey data of the ten universities for Minority nationalities in our country, the challenges in the development of the work in the relevant aspects mainly

come from three aspects: cultural education, understanding of the needs of educational objects, and improvement of educational conditions.

Table 2: Challenges of Ideological and Political Education from a Cross-Cultural Perspective

Serial Number	The Problem	Percentage (%)
1	Cultural education is difficult	35.5
2	Education needs to understand difficulties	36.4
3	Inadequate educational conditions	28.1

4.1 Face the Challenge

4.1.1 Cultural Education is Difficult

At present, when the ideological and political education work based on cross-cultural is carried out, there are problems of great difficulty in cultural education, which affect the actual effect of this work. The reasons for this situation are mainly from two aspects: first, the traditional culture of ethnic minorities has profound influence. Our country is a multi-ethnic country, in the course of ideological and political education, cross-cultural education has become a kind of normal and inevitable. However, the object of education has a certain exclusion for some cultures other than their own nation, and it is difficult to learn and accept the culture. This is an objective phenomenon, difficult to change in a short period of time; Second, insufficient investment in culture and education. When the relevant departments of cross-cultural ideological and political education carry out the work in relevant aspects, they pay more attention to the related content of ideological and political education, and the courses account for a large proportion (Hefner, 2018). However, the educational content of culture is less involved, which leads to the weak cultural foundation of the educated objects and problems in understanding, which leads to the decline of their interest in learning ideological and political education, and weakens their learning effect and application ability.

4.1.2 The Object of Education Needs to Understand Difficulties

Different objects of education have different needs for ideological and political education under the cross-cultural perspective, which directly affects their learning effects. However, when the relevant aspects of education work are carried out, it is difficult to understand the needs of the objects to be educated, which affects the pertinence and effectiveness of the formulation of education programs. The specific reasons are as follows: First, there are communication difficulties. The objects of cross-cultural

education are mainly ethnic minority personnel, who have certain difficulties in understanding Chinese culture, and also have certain difficulties in communication (Borim-de-Souza et al., 2015). Therefore, when understanding their ideological and political education needs, or communicating with them at the ideological and political level, or explaining relevant courses, certain "cognitive differences" will occur, weakening the effect; Second, the object of education does not pay enough attention to ideological and political education. Most of the subjects are one-sided thinking that "ideological and political education is not important", focusing more on education and courses closely related to life and work. Therefore, they have less investment in related aspects, which is not conducive to improving ideological and political consciousness.

4.1.3 Educational Conditions are Difficult to Meet Demand

Cross-cultural ideological and political work needs the support of corresponding conditions, so as to ensure the high-quality and efficient development of specific work, but the current imperfect conditions of relevant aspects affect the implementation of specific work (Schriewer, 2003). The specific performance is in the following two aspects: first, the lack of experienced high-quality education personnel. Although the existing educational personnel have experience in ideological and political education, they lack experience in the related work under the cross-cultural perspective. They do not know how to cultivate the interest of minority students in relevant aspects and how to improve the mode and method of ideological and political education based on their cultural cognition. They still adopt traditional educational methods, and the effect is not good. Second, the allocation of educational resources is insufficient. The allocation of resources for cross-cultural ideological and political education is insufficient, and classroom teaching is mainly used. Even if related resources are used, only some multimedia equipment is used, and only some videos and pictures can be provided, which has a poor effect. For example, the ideological and political cultural atmosphere needs real experience and feeling, so that students can deepen their impression, enhance their understanding and have an inclusive mentality. At present, there are few resources in relevant aspects and insufficient utilization of social resources, which is not conducive to the high-quality implementation of education work. In short, there is a problem of "shortage of practical resources for ideological and political education from a cross-cultural perspective".

4.2 Suggestions for Implementation

4.2.1 We will focus on Investment in Culture and Education

Cultural education is the basis of ideological and political education under the cross-cultural background, but also an important content of the establishment of an inclusive society, which needs to strengthen relevant input. Firstly, it is necessary to strengthen ethnic minorities' understanding and recognition of Han culture through cultural exchanges. We should change the mode of classroom education and strengthen the understanding and recognition of Chinese culture through cultural exchanges. For example, actively organize "cultural exchange symposia", carry out various activities such as cultural introduction, comparative analysis and personal experience, so that they can understand Chinese culture, and interpret relevant contents of ideological and political education on the basis of cultural identity. In particular, it makes the object of education feel that the relevant ideological and political education content is compatible with its own national culture, and it is conducive to personal development and acceptable, so as to strengthen its learning effect. Second, increase investment in culture and education. In the course design of ideological and political education under the cross-cultural perspective, the status of cultural education should be promoted, the proportion of cultural education-related curriculum content should be increased, and specific cultural education content should be set based on the needs of ideological and political education and students' needs, so that it can complement ideological and political education. For example, feudal superstition exists in the folk culture of some ethnic minorities, which is "contradictory" to the content of ideological and political education (Reisinger & Turner, 2012).

4.2.2 Enhance the Understanding of the Needs of the Object of Education

As a specific educator, we must strengthen the understanding of the needs of the object of education, highlight its subjective status, so as to improve the effect of education. Specific suggestions are as follows: First, innovate communication methods. The ideological and political education work in the cross-cultural perspective must pay attention to the communication with the objects to be educated, innovate the communication mode, strengthen the communication effect, and strengthen the understanding of the needs of the objects to be educated. In the specific implementation, the new media technology can be used to communicate with Zhihu, Weibo, wechat, etc., so that students can speak freely, express their views, and put forward their own problems in

ideological and political education and learning. In addition, based on the collected information, education programs and work improvements should be made to reflect the characteristics of pertinence and practicality. In my opinion, if we want to build an inclusive society, we must eliminate "restrictions" in ideological and political education, so as to better understand the needs and ideological status of students. This is also the embodiment of the inclusion of minority students; Second, the object of education should pay more attention to ideological and political education. Educational institutions and teachers must enhance students' attention to ideological and political education, make them realize the importance of this work to their personal development, increase the relevant learning input, do active learning, and strengthen the effect. In order to achieve this goal, when carrying out cross-cultural ideological and political education, students with excellent performance should be rewarded.

4.2.3 Reasonable Allocation of Relevant Educational Conditions

Ideological and political education in the cross-cultural perspective must pay attention to the allocation of conditions to ensure that conditions meet the needs of education, so as to improve the level and quality of education. First of all, improve the practical work ability of educational personnel. The relevant departments of the state or universities need to train the ideological and political education personnel under the cross-cultural environment, and explain the teaching points, methods and modes in detail according to the actual teaching, so as to improve their working ability in relevant aspects. For some personnel who do not meet the requirements, they are not allowed to engage in this work, and the implementation of "qualification assessment and recognition"; Secondly, we should integrate and allocate educational resources in various aspects. The education work of relevant parties must pay attention to the allocation of resources, effectively use the resources of all aspects, serve the education work, and strengthen the effect of education. For example, based on the analysis from the perspective of educational practice, some successful people from ethnic minorities with outstanding performance in relevant aspects can be hired to explain their cognition and understanding of ideological and political learning, so as to enhance students' attention to ideological and political learning. At the same time, students can also be led to some areas where ethnic minorities gather, so that they can personally feel the development of the area under the policies of the Party and the state, so as to strengthen their recognition of the views, lines, principles and policies of ideological and political education and strengthen inclusiveness.

5. CONCLUDING REMARKS

To sum up, the development of ideological and political education under the cross-cultural perspective can promote the establishment of an inclusive society. However, it still faces challenges in the aspects of cultural integration, education mode and education conditions in the specific implementation.

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