

Strategies and Practices for Disseminating Cultural Values in Ideological and Political Education: Considerations in the Context of Globalization and Regionalization

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Abstract: Our study investigated strategies and practices for disseminating cultural values within ideological and political education (IPE) curricula in the context of globalization and regionalization. The research employed a mixed methods approach utilizing a survey (n=29), interviews (n=15), and focus group discussions (n=8-10 participants), alongside textual analysis of national policy documents and IPE textbooks. Our findings revealed a range of perspectives on the effectiveness of current IPE curricula in transmitting cultural values. While some participants felt it adequately instilled important values, others called for improvement. There was a strong emphasis on the importance of cultural values for shaping ethical behaviour and fostering a sense of national identity. Thematic analysis of the qualitative data highlighted a preference for interactive learning methods (discussions, simulations) and the integration of online resources to make cultural values more engaging and relatable. Participants also acknowledged the challenges of balancing cultural values with preparing students for an interconnected world. The textual analysis of national policy documents and IPE textbooks revealed a focus on cultural values that contribute to a strong and harmonious society. Our study underscores the need for IPE curricula to find innovative ways to engage students with cultural values in a globalized world.

Keywords: Globalized, Ideological and Political Education, Cultural Values.

1. INTRODUCTION

The contemporary world is characterized by an intensification of transnational flows. People, financial resources, goods, information, and culture are increasingly traversing national borders, profoundly reshaping the global landscape (Antràs et al., 2023; Copeland, 2021). This phenomenon, termed globalization, has sparked extensive debate across various disciplines (Hassi & Storti, 2012). Notably, the concept of globalization itself is contested, with scholars offering diverse interpretations. Some posit a dominant logic of globalization, suggesting a singular driving force (Mohamoud, 2022). Conversely, others advocate for a more nuanced understanding, highlighting the complexity of causes underlying globalization. Consequently, research has yet to capture the

phenomenon in its entirety.

Globalization transcends the realm of economics, encompassing a multifaceted array of cultural, ideological, and political dimensions (Zajda & Rust, 2021). Consequently, it has garnered significant attention across various disciplines, including economics, social sciences, politics, and international relations, sparking ongoing debates. However, the impact of globalization on societies and their cultures remains a relatively under-researched area. Notably, scholarly discourse surrounding the interaction between globalization and culture is a recent development.

China's rich traditional culture offers valuable content, context, and environment for ideological and political education (IPE) in universities. The core value of this tradition, the concept of "humanistic spirit," encompasses not only worldview, values, and life philosophies but also family virtue and morality. By integrating these elements, IPE can be strengthened and adapted to the contemporary context. Furthermore, traditional culture serves as a key carrier of IPE's humanistic values, fostering patriotism, social harmony, and ethical development in students. It shapes students' values and provides a lasting influence on their moral compass. Additionally, traditional culture itself serves as a significant cultural environment that shapes individual morality, creating a fertile ground for IPE to achieve its educational goals. Ideological and political education (IPE) serves as a key mechanism for the preservation and transmission of China's excellent traditional culture (Li & Ji, 2023). This practical discipline, intertwined with social and political spheres, has historically integrated dominant ideologies and ethical values into the cultural fabric. Consequently, IPE functions as a powerful tool for promoting and transmitting these time-tested cultural elements. By emphasizing core values and ethical codes, IPE curriculum can ensure the continued inheritance and development of China's excellent traditional culture. In this way, IPE contributes to the ongoing flourishing of this rich cultural heritage (Feijó et al., 2022).

Institutions of higher learning, serving as centres of intellectual inquiry, are entrusted with the critical missions of educating future generations, fostering scientific advancement, serving society, and enriching cultural life (Liu et al., 2023). Universities play a pivotal role in nurturing the talent and intellectual capital essential for cultural prosperity and national development. In this context, ideological and political education (IPE) can be revitalized by drawing upon China's rich cultural heritage. By integrating these enduring traditions with the realities of the contemporary era, IPE can evolve to create a new and effective model for social development.

As the world becomes increasingly interconnected and economies globalize, the preservation of cultural diversity evokes a spectrum of reactions, some contradictory and contentious (Ho, 2021; Trivedi, 2022). While scholars acknowledge the potential for cultural homogenization and the loss of local traditions due to globalization, they also recognize the possibility of new and unforeseen opportunities. This complex interplay between globalization and cultural diversity warrants further investigation. Within the context of globalization, scholars posit a range of cultural outcomes, including differentiation, convergence, and hybridization. These trends are not mutually exclusive; rather, cultural homogeneity and heterogeneity can coexist. This interplay necessitates a nuanced understanding of the complex relationship between globalization and cultural dynamics.

The Industrial Revolutions ushered in an era of mass production, enabling societies to create and export cultural goods beyond their borders. By the 18th century, some thinkers anticipated an irreversible trend towards cultural homogenization (mention specific thinker if desired). However, the dominance of the nation-state and protectionist economic policies initially shielded cultures from external influences. Notably, European rational capitalism, a hallmark of cultural modernity did exert a homogenizing influence in the late 18th century (Thapa, 2021). Enlightenment ideals further fuelled visions of a unified global value system. The 19th century witnessed cultural industries flourish alongside technological advancements like widespread printing (1860s) and the rise of electricity and cinema (1890s). Concerns about cultural dilution, however, emerged as early as 1853 with Arthur de Gobineau's influential essay on racial inequality. Interestingly, Marx and Engels observed an earlier intellectual convergence, a sort of "precursor" to material globalization, through the transnational circulation of ideas in literature. In contrast, the German polymath Goethe championed a concept of "world literature" (Weltliteratur), advocating for a global cultural exchange. Finally, the 20th century saw the rise of full-fledged cultural industries facilitated by the development and seamless flow of communication technologies across borders.

The concept of a singular "global culture" is contested. Some argue it lacks coherence, representing a collection of superficial similarities. Others entirely reject the notion, suggesting globalization fosters awareness of diverse national cultures. Jaja argues for "Americanization" rather than homogenization, highlighting the global spread of American cultural dominance through media and commerce (Jaja, 2010). This dominance is

evident in internet usage, software markets, and popular media. However, American culture's accessibility and focus on mass appeal may be attractive to both developed and developing nations seeking economic opportunities. China's traditional culture fosters not only national identity but also a well-rounded individual. Confucian ideals of benevolence and social harmony, alongside the emphasis on personal integrity and moral character exemplified by figures like Confucius, Mencius, and Lao Tzu, all contribute to a holistic educational approach (Liping, 2023).

1.1 Rationale and Objective

In the face of globalization and regionalization, universities face a challenge in balancing the transmission of cultural values with the need to prepare students for an interconnected world. This study examines strategies and practices for effectively disseminating cultural values within ideological and political education (IPE) curricula. Our main objective is to explore how universities can leverage China's rich traditional culture to cultivate well-rounded graduates who possess a strong sense of national identity, ethical grounding, and the critical thinking skills necessary to thrive in the 21st century.

2. METHODS

2.1 Research Design and Participants

Our study employed a mixed methods approach to investigate strategies and practices for disseminating cultural values in ideological and political education (IPE) curricula within the context of globalization and regionalization.

The research was conducted at Zhejiang University, China. The study involved 33 participants, all above the age of 18, who provided informed consent after a thorough explanation of the research procedures and ethical considerations. The study received ethical approval from the relevant institutional review board. We utilized a combination of quantitative and qualitative data collection methods to gain a comprehensive understanding of the topic.

2.2 Surveys

In the first phase of our study, we administered a survey to 33 participants at Zhejiang University, China. All participants were over the age of 18 and provided written informed consent after a thorough

explanation of the research procedures and ethical considerations. The study received ethical approval from the relevant institutional review board. The survey consisted of 10 questions, combining multiple-choice options for demographic information (such as age) and Likert scale questions to gauge participants' opinions and experiences. Following informed consent procedures, participants were issued an information sheet detailing the study's purpose and their rights.

The survey itself took approximately 15 minutes to complete. Of the 33 surveys distributed, 29 were returned, resulting in a response rate of approximately 87.9%. After completing the survey, participants were debriefed and offered a thank you note for their time and contribution to the research.

2.3 Interviews

In the second phase of our study, we conducted qualitative data collection through semi-structured interviews and focus groups. Following the survey phase, we interviewed 15 participants individually. The interviews, lasting between 25 and 35 minutes each, centered on participants' experiences with IPE, their understanding of cultural values, and their perceptions of the role of tradition in a globalized world.

Each interview followed a pre-determined set of 15 open-ended questions, allowing for in-depth exploration of individual perspectives. Additionally, a focus group discussion was held with a group of 8-10 participants. This session employed open-ended questions to foster a collaborative discussion on similar themes explored in the interviews. The focus group provided valuable insights into the shared experiences and perspectives of students regarding cultural values and IPE.

2.4 Textual Analysis

Our study also employed textual analysis to complement the quantitative and qualitative data collection. We examined a range of national and regional policy documents, educational materials, and cultural texts. This analysis focused on understanding how cultural values are portrayed and transmitted within IPE frameworks.

Specifically, we analysed IPE textbooks and course syllabi for their emphasis on cultural values, government policies and directives related to IPE and cultural education, and classic and contemporary texts that represent China's traditional culture. This approach provided valuable insights into the intended messages and underlying values embedded

within IPE curricula.

2.5 Data Analysis

Quantitative data from the survey was analysed using descriptive statistics in GraphPad Prism version 9.5.1. This analysis included calculating means, standard deviations (SDs), frequencies, and percentages to summarize and describe the quantitative data. We set a statistical significance level of alpha (α) at 0.05.

Qualitative data from the interviews and focus group discussion underwent thematic analysis. This process involved a careful review of interview transcripts and focus group notes to identify recurrent themes across the data set. By coding these themes and examining their relationships, we were able to generate rich insights into participants' experiences and perspectives.

3. RESULTS

The study participants consisted of individuals from various age ranges, genders, and roles. In terms of age range, most participants fell within the 18–27-year-old category, with 10 (34.50%) being between 18-22 years old and 8 (27.60%) between 23-27 years old. The remaining participants were more spread out, with 6 (20.70%) aged 28-35, 3 (10.30%) aged 36-45, and 2 (6.90%) over 45 (see Figure 2).

There was a near even split in gender with 15 (51.70%) male participants and 14 (48.30%) female participants. The majority of participants, 18 (62.10%), were teachers, while 8 (27.60%) were student counsellors and only 3 (10.30%) were students (see Figure 1).

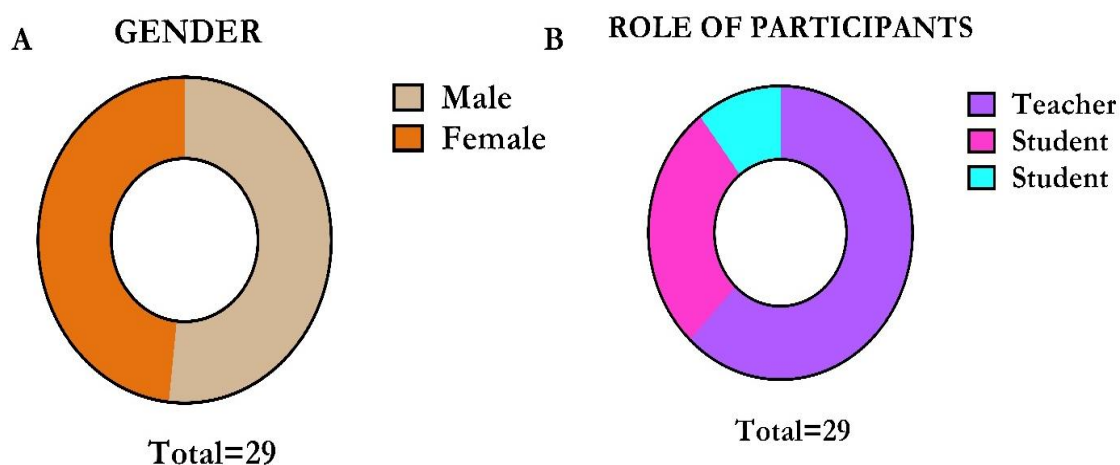


Figure 1: Pie Chart Distribution of Participant Demographics based on Gender and the roles of participants.

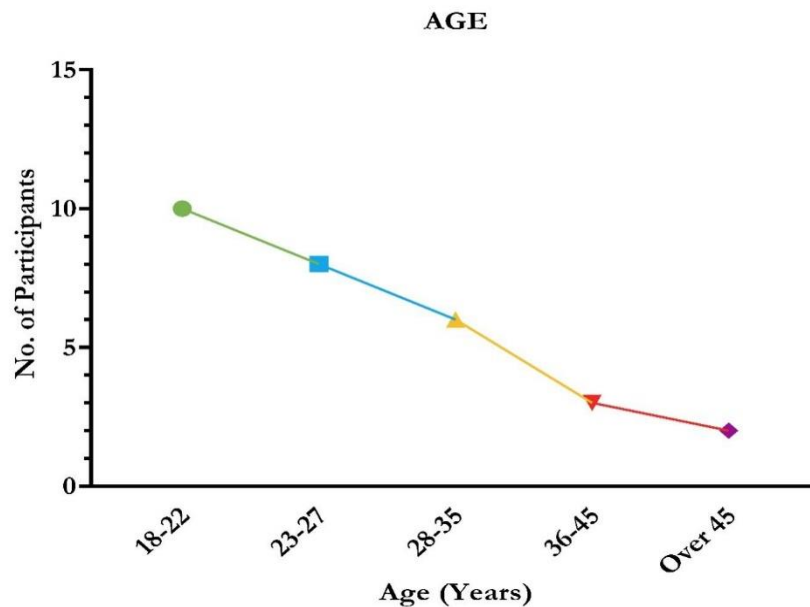


Figure 2: A Line Chart Distribution of Participants based on age categories and frequencies (n).

In Figure 3, survey responses regarding cultural values in IPE curricula revealed mixed opinions. While a majority (22) strongly agreed that cultural values are essential for ethical behaviour (mean score: 4.83, SD: 0.37), only a third (11) strongly agreed that current IPE courses effectively transmit them (mean score: 2.90, SD: 1.38). There was a call for increased emphasis on traditional values (mean score: 3.38, SD: 1.21), with more participants agreeing (11) or remaining neutral (7) on this point than strongly disagreeing (1).

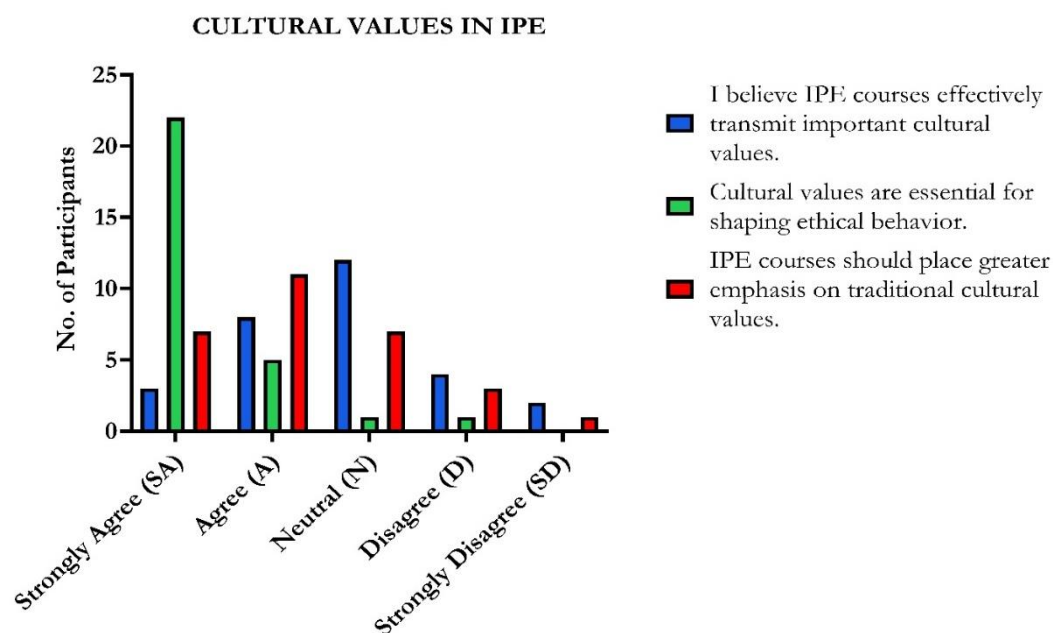


Figure 3: A comparative bar chart showing the preference for cultural values in IPE.

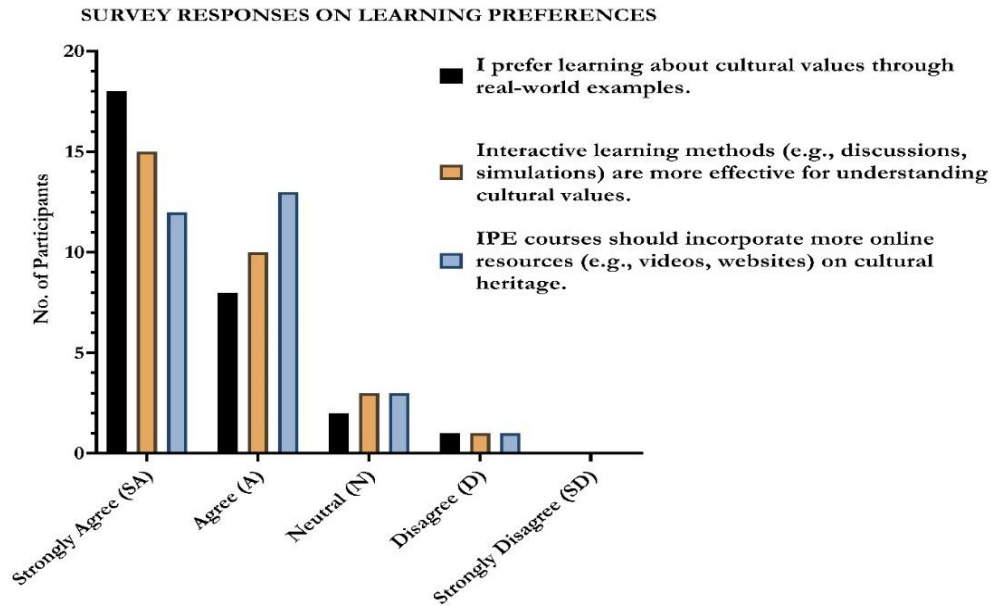


Figure 4: A comparative bar graph of the survey responses in learning preferences

In Figure 4, participants expressed a strong preference for engaging learning methods (mean scores above 4.10) with 18 finding real-world examples most effective and 15 favouring interactive discussions and simulations. While online resources (mean score 3.83) were viewed favourably, real-world engagement and interaction held greater importance.

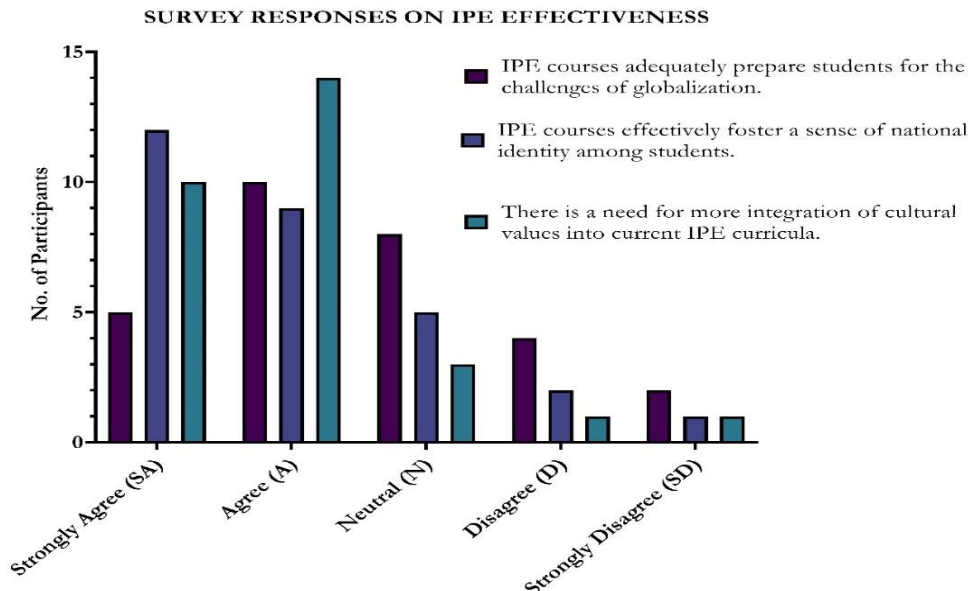


Figure 5: Comparative Bar Charts Showing Survey Responses on IPE Effectiveness

In Figure 5, perceptions of IPE's effectiveness were mixed ($M = 3.10$ - 3.76 , $SD = 1.05$ - 1.27). While most agreed IPE foster's national identity (M

= 3.76, SD = 1.08), opinions diverged on preparing students for globalization (M = 3.10, SD = 1.27). A clear majority (M = 3.72, SD = 1.05) felt cultural value integration needs improvement.

Table 1: Themes from Interviews and Focus Groups - Importance of Cultural Values in IPE

Theme	Description	Quotes
Importance of Cultural Values for Ethical Behaviour	Participants emphasized the critical role of cultural values in shaping ethical behaviour and responsible citizens.	"Cultural values are the bedrock of a strong society. They guide us towards what's right and wrong." (Teacher)" "Without a foundation in cultural values, how can we expect students to make ethical decisions?" (Student Counsellor)
Cultural Values for National Identity	Participants highlighted the importance of IPE in fostering a sense of national identity through cultural values.	"IPE courses should instil pride in our cultural heritage. This is how students develop a strong national identity." (Teacher)" "Cultural values connect us to our history and make us who we are as a nation. IPE can strengthen this connection." (Focus Group Participant)

In Table 1, participants stressed the importance of cultural values in IPE, linking them to both ethical behaviour (e.g., "cultural values are the bedrock...guide us towards what's right and wrong") and national identity (e.g., "IPE courses should instil pride...develop a strong national identity"). Cultural values were seen as the foundation for ethical decision-making and a source of national connection.

Table 2: Themes from Interviews and Focus Groups - Learning Preferences for Cultural Values

Theme	Description	Quotes
Interactive Learning for Cultural Understanding	Participants expressed a preference for interactive learning methods to understand cultural values.	"Lectures alone are not enough. We need discussions, simulations, activities that bring cultural values to life." (Student Counsellor)" "Learning about cultural values through real-world examples and case studies makes it more relatable and impactful." (Focus Group Participant)
Integrating Online Resources	Participants suggested incorporating online resources for a more engaging learning experience.	"There are so many great online resources showcasing cultural heritage. IPE courses should leverage these tools." (Teacher)" "Interactive websites and videos can make learning about cultural values more engaging, especially for younger generations." (Focus Group Participant)

In Table 2, participants advocated for interactive learning methods (discussions, simulations) to make cultural values more engaging (e.g., *"discussions...bring cultural values to life"*). They also saw value in integrating online resources like websites and videos (e.g., *"great online resources showcasing cultural heritage"*) to create a more dynamic learning experience, particularly for younger generations.

Table 3: Challenges and Recommendations for IPE

Theme	Description	Quotes
Balancing Globalization	Participants acknowledged the need to balance cultural values with preparing students for a globalized world.	<i>"We need to instill pride in our heritage while also fostering open-mindedness towards other cultures." (Teacher)</i>
Integration Strategies	Participants suggested various strategies for integrating cultural values more effectively into IPE curricula.	<i>"IPE courses could incorporate more guest lectures from cultural experts." (Student)</i>

In Table 3, recognizing the challenges of globalization, participants emphasized balancing cultural values with open-mindedness towards other cultures (e.g., *"instil pride...open-mindedness"*). They proposed strategies like guest lectures from cultural experts to strengthen the integration of values within IPE curricula.

Table 4: Cultural Values in National Policy Documents: Portrayal of Cultural Values in IPE Frameworks

Cultural Value	Description (from Policy Documents)	Example Quote
Patriotism and National Identity	Emphasis on national pride, historical awareness, and social responsibility towards the nation.	<i>"Upholding national identity and cultural heritage is essential for national rejuvenation." (Government Policy)</i>
Social Harmony and Collectivism	Importance of social order, collective well-being, and prioritizing the needs of the community.	<i>"IPE courses should cultivate a sense of social responsibility and commitment to collective progress." (Ministry of Education Regulation)</i>
Ethical Conduct and Moral Integrity	Upholding principles of honesty, integrity, and respect for others.	<i>"IPE plays a crucial role in shaping students' moral character and fostering ethical behaviour." (National Education Reform Plan)</i>

In Table 4, national policy documents emphasized cultural values that contribute to a strong nation. Patriotism and national identity were seen as key, with a quote stating *"Upholding national identity...is essential for national rejuvenation"* (Government Policy). Social harmony and collectivism were

also important, with a focus on social responsibility (e.g., “*IPE courses should cultivate a sense of social responsibility...*” Ministry of Education Regulation). Finally, ethical conduct and moral integrity were stressed, highlighting IPE’s role in shaping students’ character (e.g., “plays a crucial role in shaping students’ moral character...” National Education Reform Plan).

Table 5: Cultural Values in IPE Textbooks

Cultural Value	Description (from IPE Textbooks)	Example Quote
Filial Piety and Respect for Elders	Importance of honouring one’s parents and respecting elders within society.	“Confucian teachings on filial piety provide a strong foundation for ethical behaviour.”
Hard Work and Perseverance	Emphasis on diligence, self-discipline, and striving for continuous improvement.	“The spirit of hard work and perseverance is a cornerstone of Chinese culture and a key driver of national development.”
Harmony with Nature	Importance of living in balance with the natural environment.	“IPE should promote an ecological worldview that emphasizes sustainable practices and environmental protection.”

In Table 5, IPE textbooks explored cultural values that shape individual and societal well-being. Filial piety and respect for elders were emphasized as a foundation for ethical behaviour (e.g., "Confucian teachings...strong foundation"). Hard work and perseverance were presented as crucial for both personal growth and national development (e.g., "The spirit of hard work...key driver"). Finally, the importance of living in harmony with nature was highlighted, advocating for sustainable practices (e.g., "IPE should promote an ecological worldview").

4. DISCUSSION

Our findings revealed a range of perspectives on the effectiveness of current IPE curricula in transmitting cultural values. While some participants felt it adequately instilled important values, others called for improvement. There was a strong emphasis on the importance of cultural values for shaping ethical behaviour and fostering a sense of national identity. China's rich traditional culture has historically played a significant role in shaping societal values, influencing individuals' belief systems, thought patterns, and aspirations. In today's dynamic world, marked by the convergence of ancient and modern influences, this tradition offers valuable resources for ideological and political education (IPE) in

universities. By integrating these time-tested values with contemporary realities, IPE curricula can foster a critical dialogue between past and present, allowing students to navigate the complexities of a rapidly changing world. The Chinese culture serves as a wellspring of resources for ideological and political education (IPE) in universities. Culture not only transmits knowledge across generations but also guides societal development. The core values embedded within China's traditional culture, such as humanism, perseverance, and harmonious inclusion, resonate with the principles and goals of IPE. This inherent alignment positions traditional culture as a valuable tool for shaping students' ideological and political development.

Globalization, characterized by increased international exchange, raises concerns about cultural homogenization. The homogenization perspective suggests that stronger connections between countries lead to a more uniform world culture, often adopting Western models. Proponents of this view argue that globalization weakens cultural barriers and strengthens homogenizing flows (Hassi & Storti, 2012). In its most extreme form, convergence theory suggests local cultures can be entirely reshaped by dominant cultures or a global one (Hassi & Storti, 2012). The growing prevalence of shared cultural experiences – from entertainment to consumer goods – across diverse regions suggests the emergence of a "global culture" or "world culture." This perspective posits a decline in the nation-state's cultural influence and the rise of a new, globalized identity. However, critics argue that globalization weakens ties to local cultures and erodes national distinctiveness (Banda, 2024; Ullah & Ming Yit Ho, 2021). Furthermore, some view globalization as a form of Western cultural imperialism, homogenizing the world through the dominance of American or Western cultural traditions. This perceived threat to local identities and traditions fuels concerns about cultural dilution and even "cultural disaster".

Two key areas hold promise for improving ideological and political education (IPE) in universities: strengthening the role of student organizations and party branches, and cultivating a high-caliber teaching staff. Party organizations and student groups can actively support ambitious students, encouraging them to pursue noble ideals, engage in academic pursuits, and contribute to the university community. Additionally, organizing social practice activities can deepen students' understanding of China's recent developments, foster national awareness, and enhance their ability to navigate complex social issues. Furthermore, building a strong teaching staff aligns with Confucian ideals. Confucius

emphasized the importance of teachers' moral character and self-cultivation, highlighting their role as role models who shape students through their words and actions. By recruiting and nurturing exemplary educators, universities can create an environment conducive to effective IPE and well-rounded student development (Vance & Eads, 2014).

The rise of the internet presents both opportunities and challenges for promoting China's rich traditional culture within universities. Universities can leverage online platforms to create engaging websites that integrate ideology, knowledge, and contemporary elements. These websites can showcase digitized cultural heritage, artwork, and research, fostering students' emotional and rational understanding of traditional values. Furthermore, universities can establish online communities staffed by educators to understand students' online concerns and provide targeted ideological and political education. Complementing these online efforts, universities can strengthen students' cultural literacy by offering courses on etiquette, fostering polite behavior, respect, and ethical conduct. Finally, universities can cultivate a vibrant campus culture through regular cultural events, discussions on traditional values, and dedicated online spaces showcasing traditional art and student work. By employing technology and embracing tradition, universities can create a holistic IPE experience that fosters well-rounded graduates.

The notion that globalization leads to cultural homogenization is challenged by scholars who emphasize the complexity of global flows. Critical of U.S.-centric perspectives, Drakulovska Cukalevska and Dragovic argues for heterogeneity, highlighting multi-directional flows and the independent character of global processes (Drakulovska Cukalevska & Dragovic, 2018). These flows, he suggests, transform local cultures but don't eradicate them. Similarly, Wiley sees national cultures as part of a diverse, transnational field (Wiley, 2004). Environmental pressures also contribute to cultural differentiation, as distinct groups adapt to their surroundings (e.g., post-colonial cultural resurgence). Studies suggest that globalization may not lead to homogenization, with some foreign practices existing alongside local cultures. This suggests cultural differentiation may persist, though the basis for cultural identity and differentiation might evolve in response to globalization (Cukalevska & Dragović, 2018). Some scholars argue against cultural homogenization, while Western dominance in globalization is acknowledged (Al Dwakat et al., 2023; Novy, 2022). They posit that globalization fosters heterogeneity, a network where cultures connect but retain distinct identities. This can occur at local and Translocal levels (Chan, 2011). Local heterogenization sees practices within a specific

locale become more diverse over time. Translocal heterogenization, also termed differentiation involves practices in distinct locales becoming more divergent (Hassi & Storti, 2012). In essence, heterogenization reflects barriers to homogenizing flows, allowing cultures to maintain their unique character. While local cultures are undeniably transformed by global influences their core remains intact.

Our thematic analysis of qualitative data highlighted a preference for interactive learning methods (discussions, simulations) to promote deeper engagement with cultural values. Participants also valued the integration of online resources like websites and videos to showcase cultural heritage. A key challenge identified was balancing the transmission of cultural values with preparing students for a globalized world. Throughout history, cultures have served as repositories of human experience and wisdom, offering valuable lessons for succeeding generations. Traditional Chinese culture, in particular, provides a rich source for ideological and political education (IPE) in universities (Li, 2022). IPE is tasked with transmitting societal values and fostering moral development in students, aligns with the broader mission of education: to cultivate well-rounded individuals with a strong ethical grounding. Higher education, a critical stage in personal growth, offers a unique opportunity to leverage China's cultural heritage. Confucian ideals, for example, emphasize core principles of good character, while the nation's rich tradition of patriotism inspires dedication and a sense of social responsibility. As students prepare to enter the workforce and contribute to China's ongoing modernization, IPE can equip them with the positive outlook, critical thinking skills, and love of learning necessary to thrive (Li, 2022). By organically integrating traditional cultural education with IPE curricula, universities can cultivate graduates who are not only knowledgeable but also ethically grounded and dedicated to serving their nation.

Growing globalization fosters cultural awareness as exposure to diverse cultures increases. International mobility, communication, and trade all contribute to this heightened awareness, which is crucial in today's interconnected world. Hassi and Storti argues that globalization creates a space for cultural interaction, generating new hybrid forms and valuable global insights (Hassi & Storti, 2012). Hybridization theory, another key model, emphasizes the interplay between global and local influences. External cultural flows interact with internal ones, creating unique cultural hybrids that blend elements from both sources. While barriers to external flows may exist, they are not strong enough to completely prevent these interactions. Cultural hybridization emphasizes the ongoing process of

cultural mixing and blending. Globalization fosters this phenomenon, leading to the emergence of new, hybrid cultures that are neither purely global nor local. This challenges the notion of globalization as solely a homogenizing force. Hybridization theory connects to concepts like creolization (cultural mixing) and glocalization (the interplay of global and local influences) (Bravo, 2021; Sheller, 2020). Glocalization highlights the agency of individuals and communities in adapting global influences within their specific contexts, fostering a more pluralistic world.

Li suggests that the emergence of challenges in contemporary ideological and political education (IPE) within universities can be partly attributed to a disconnect from traditional cultural education (TCE). Many students (Li, 2017), embracing Western trends uncritically, may overlook the rich wisdom embedded in China's long history. Reinvigorating TCE within IPE curricula holds significant promise. Firstly, fostering a deeper understanding of Chinese culture can cultivate a sense of national pride and cultural identity in students, allowing them to navigate the complexities of a globalized world with a strong foundation. Secondly, the enduring spirit of self-improvement embedded in classics like the *Book of Changes* and the *Analects of Confucius* can inspire students' entrepreneurial spirit and dedication to lifelong learning. Furthermore, the traditional emphasis on "harmony between heaven and humanity" can nurture students' environmental consciousness, social responsibility, and ability to build positive interpersonal relationships – all essential qualities for thriving in the 21st century. Finally, the values of diligence and humility inherent in Chinese scholarship can cultivate a growth mindset in students, encouraging them to continuously seek knowledge and strive for self-improvement (Li, 2017). By integrating these enduring values with contemporary concerns, IPE can evolve to cultivate well-rounded graduates who are not only knowledgeable but also ethically grounded and equipped to contribute meaningfully to society.

Textual analysis of national policy documents and IPE textbooks revealed a focus on cultural values that contribute to a strong nation and individual well-being. Patriotism, social harmony, ethical conduct, filial piety, hard work, and harmony with nature were all identified as prominent values embedded within IPE frameworks. Confucian ideals of benevolence and social harmony, alongside the emphasis on personal integrity and moral character exemplified by figures like Confucius, Mencius, and Lao Tzu, all contribute to a holistic educational approach (Liping, 2023). By integrating these values into IPE curricula, universities can cultivate students who are not only patriotic but also possess strong interpersonal

skills, a commitment to social responsibility, and a dedication to personal development. One approach emphasizes the power of role models, with Confucius and Jin Fu Xuan highlighting the importance of educators leading by example through their words and actions. Additionally, traditional values of "unity of knowing and doing" encourage a practice-based approach to IPE, where students can develop their moral character through active participation and experience. By integrating these methods, IPE can create a more engaging and effective learning environment for students. The concept of "wariness and self-discipline," as emphasized in the "Book of Rites on University" and the "Analects of Confucius," encourages students to be mindful of their actions, constantly reflect on their moral compass, and strive for self-improvement. Furthermore, Confucius's teachings on the importance of learning highlight the role of education in shaping moral character and fostering critical thinking in students. By incorporating these principles, IPE can cultivate well-rounded individuals who are both ethically grounded and intellectually curious.

While universities prioritize intellectual development and professional skillsets, concerns remain regarding the cultivation of students' moral character. Many IPE courses emphasize theoretical knowledge, neglecting practical application and moral development. Furthermore, rapid social and economic changes have contributed to a pragmatic student population, prioritizing economic gain over core values. Additionally, contemporary students, often raised in comfortable environments, exhibit strong individuality but may lack self-management skills and experience mental health challenges. The online world, with its vast information and hidden dangers, further complicates the task of fostering responsible and well-rounded graduates through ideological and political education. This essay explores these challenges and proposes strategies for universities to cultivate students who are not only intellectually adept but also ethically grounded and prepared for the complexities of the contemporary world.

5. CONCLUSION

Our study identified a need for IPE curricula to utilize engaging methods like discussions and online resources to effectively transmit cultural values. While participants valued cultural heritage and its role in shaping ethics and national identity, balancing this with global awareness remains a challenge. Future research could explore the long-term impact of IPE on students' cultural understanding and behaviours. Limitations include the sample size

and focus on a specific region, suggesting the need for broader studies to explore these issues in a wider international context. Overall, the study suggests a need for more engaging and interactive approaches to integrate cultural values effectively within IPE curricula. This may involve incorporating diverse learning methods, leveraging technology, and fostering critical thinking skills to prepare students for the complexities of an interconnected world.

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