

Cultivating Cultural Confidence in Ideological and Political Education in Higher Education from the Perspective of Cross-cultural Communication

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Abstract: Under the background of globalization, this study focuses on how to strategically improve the cultivation of cultural self-confidence in ideological and political education (IPE) in colleges and universities (IPECU) from the perspective of cross-cultural communication. At the beginning, it summarizes the key role of cross-cultural communication ability in improving college students' comprehensive quality, and the special function of IPE in shaping students' cultural self-confidence. On this basis, the research aims to analyze the current situation of IPECU, identify the shortcomings in promoting students' cross-cultural communication ability and cultural self-confidence, and put forward improvement measures. The results show that the current IPECU has some problems in cultivating students' cross-cultural communication ability and cultural self-confidence, such as unreasonable curriculum, single instructional method and insufficient teachers. In view of these problems, a series of improvement measures are put forward. These include perfecting the curriculum system and content, innovating instructional methods, strengthening teachers and creating campus cultural atmosphere. The research believes that adopting these improvement measures will help to improve students' cross-cultural communication ability and cultural self-confidence, and provide solid support for cultivating talents with international vision and local feelings in the new era.

1. Introduction

In the wave of globalization, cross-cultural communication plays an important role in connecting different countries, cultures [1]. With the frequent and in-depth international exchanges, the ability of cross-cultural communication has become an essential quality for modern talents. As the cradle of cultivating high-quality talents, the IPE of higher education institutions plays a key role in shaping students' cultural self-confidence [2]. Cultural self-confidence is an individual's recognition and persistence of his own cultural value, and it is also a key force to promote national cultural prosperity [3]. Exploring the cultivation of cultural self-confidence in IPECU from the perspective of cross-cultural communication is of far-reaching significance for improving the comprehensive quality of college students and enhancing the soft power of national culture.

Cross-cultural communication refers to information exchange, ideological collision and cultural interaction between people from different cultural backgrounds [4]. Its main feature lies in the cultural differences between the two sides and the complexity of the communication process. There are many factors that affect cross-cultural communication, including language barriers, differences in values and different ways of thinking. It is these differences and complexities that make cross-cultural communication an activity full of challenges and opportunities [5]. It helps to enhance understanding and respect between different cultures, and also promotes cultural integration and innovation, and promotes the development of individual, social and cultural diversity [6]. Under the background of globalization, cross-cultural communication has become an important force to promote world progress and development.

Cultural self-confidence is embodied in the profound recognition and firm belief of individuals or groups on their own cultural values. It includes the understanding, recognition, love and

inheritance of the national culture, as well as the openness, tolerance and reference to other cultures [7]. Cultural self-confidence is reflected in personal behavior and national cultural policies. In the process of personal growth, cultural self-confidence is an important cornerstone for shaping independent personality and spiritual world. At the level of national development, cultural self-confidence is an important driving force to promote cultural innovation and enhance cultural soft power. In international communication, it is a way to show the national image and enhance international influence. This topic aims to explore how to effectively cultivate students' cultural self-confidence through IPECU under the background of cross-cultural communication, and provide practical guidance for cultivating talents with international vision and local feelings in the new era.

2. Cross-cultural communication perspective of IPECU

2.1. Analysis of the current situation of IPECU

At present, the curriculum configuration of IPECU shows rich and diverse characteristics. It not only covers the basic courses of ideological and political theory, but also incorporates many special courses closely related to the development of the times. Such as globalization and multiculturalism, international politics and economy. These courses aim to broaden students' international horizons and enhance their understanding and respect for different cultures [8]. In terms of instructional methods, IPECU has gradually changed from traditional teaching to interactive and participatory, and students' interest and initiative in learning have been stimulated through group discussion and case analysis. The evaluation system is also continuously optimized. Besides the regular examinations, more attention is paid to the evaluation of students' overall quality and practical ability.

Although the IPECU has made some achievements in cultivating cultural self-confidence from the perspective of cross-cultural communication, it still faces many problems and challenges (see Table 1). There are many reasons for these problems, including the constraints of educational system and mechanism, and the lag of educational ideas and concepts. Therefore, it is necessary to further promote educational reform and innovate educational concepts and methods in order to cultivate students' cross-cultural communication ability and cultural self-confidence more effectively.

Table 1 Problems and causes of cultivating self-confidence in ideological and political cross-culture in universities

Seq. No.	Issue Type	Specific Issue Description	Causes of the Issue
1	Curriculum Design Issue	Some course contents are outdated and lack a sense of the times, making it difficult to meet students' actual needs	Constraints imposed by the education system and mechanisms, delayed updating of course contents
2	Instructional Method Issue	Instructional methods are single, with traditional lecture-based methods dominating, making it difficult to stimulate students' interest and initiative	Lagging educational concepts and ideas, lack of promotion of innovative instructional methods
3	Faculty Strength Issue	Some teachers lack cross-cultural communication experience and international perspective, making it difficult to provide effective guidance	Insufficient teacher training and exchange opportunities, limited expansion of international perspective
4	Lack of Practical Teaching	Practical teaching links are weak, and students have limited opportunities for cross-cultural communication practice	Uneven allocation of educational resources, insufficient emphasis on practical teaching

2.2. Practice of cross-cultural communication in IPECU

IPECU has unique advantages and potential in cultivating cultural self-confidence. On the one hand, through systematic theoretical teaching and practical activities, IPECU can help students deeply understand the historical origin, spiritual connotation and value of the times of their national culture. This can enhance their sense of cultural identity and pride. On the other hand, IPECU also pays attention to cultivating students' international vision and cross-cultural communication ability, so that they can firmly inherit and carry forward their own national culture on the basis of respecting different cultures.

In recent years, the field of IPECU has vigorously promoted diversified activities of cross-cultural communication, with rich contents and different forms [9]. For example, universities often invite internationally renowned scholars to hold lectures, organize students to participate in international academic exchange activities, and carry out overseas research projects. These activities create opportunities for students to interact with people from different cultural backgrounds, and also enable them to improve their cross-cultural communication skills in practice.

Cross-cultural communication plays a key role in enhancing students' cultural self-confidence. By interacting with people from different cultural backgrounds, students can have a deeper understanding of their own culture and strengthen their cultural identity. At the same time, they can also absorb the essence of other cultures in communication, thus broadening their horizons and improving inclusiveness. Cross-cultural communication also helps to stimulate students' innovation and critical thinking, and enhance their comprehensive quality and international competitiveness.

3. Strategies for cultivating cultural self-confidence in IPECU from the perspective of cross-cultural communication

3.1. Optimize the curriculum and content

In order to effectively integrate cross-cultural communication elements into IPECU, it is necessary to comprehensively optimize the curriculum system. This paper suggests that universities add some courses devoted to global culture, multiculturalism and cross-cultural communication. For example, "cultural diversity from a global perspective" and "cross-cultural communication and understanding". These courses can be used as compulsory courses or elective courses for students to choose according to their own interests. The existing ideological and political courses should also integrate the contents of cross-cultural communication. For example, when discussing China's traditional culture, we should introduce the comparison with other countries' cultures to guide students to explore the similarities and differences of cultures.

In the design of teaching content, we should focus on cultivating students' cultural self-confidence. By analyzing the historical background, values and artistic expressions of different cultures, students can deeply understand and identify with their own culture and learn to appreciate and respect other cultures. In addition, universities can also explore cultural conflicts and integration under the background of globalization in combination with current events, so as to enhance students' cultural sensitivity and critical thinking.

3.2. Innovative instructional methods and means

With the help of modern information technology, IPECU has ushered in new instructional methods and means. Universities can create a virtual environment for cross-cultural communication by using technologies such as network platform, online courses and virtual reality, so that students can study and practice in simulated cross-cultural situations. This instructional method is lively and interesting, and can effectively improve students' cross-cultural communication ability. In addition, practical teaching and case teaching should be actively promoted (see Table 2). By organizing students to participate in international exchange activities, students can exercise and communicate in a real cross-cultural environment. In classroom teaching, practical cases of cross-cultural communication are introduced, and through case analysis, students can master the skills and strategies of cross-cultural communication more intuitively.

Table 2 Cross-cultural practice case teaching promotion and ability training table

Seq. No.	Type of Practical/Case-based Teaching	Specific Implementation Methods	Objectives and Effects	Specific Abilities Cultivated
1	International Exchange Activities	Organizing overseas study tours, international volunteer services, etc.	Allowing students to exercise in a real cross-cultural environment and improve their cross-cultural communication skills	Language proficiency, cultural adaptability, international perspective
2	Cross-cultural Case Analysis	Introducing cross-cultural communication examples in the classroom	Enabling students to understand cross-cultural communication techniques and strategies through case analysis	Problem-solving skills, critical thinking, cross-cultural communication skills

3.3. Strengthen the construction of teaching staff

In the IPECU, teachers play a vital role in promoting cross-cultural communication and cultivating cultural self-confidence. Teachers should have rich cross-cultural communication experience, broad international vision and profound cultural literacy. In order to meet these standards, universities can implement various strategies to strengthen the construction of teachers. On the one hand, teachers' training activities are held regularly, and international exchange experts and cultural scholars are invited to give lectures, so as to improve teachers' cross-cultural communication ability and cultural literacy. On the other hand, teachers are encouraged to participate in international academic exchanges to broaden their international horizons. In addition, teachers with cross-cultural communication background can be actively introduced to inject fresh blood into the teaching staff.

3.4. Construction of campus cultural atmosphere

Campus culture has a potential and far-reaching impact on the cultivation of cultural self-confidence. Universities should devote themselves to creating a campus cultural environment with cross-cultural communication characteristics, so that students can experience the richness and inclusiveness of culture in their daily study and life. By holding international cultural festivals, multicultural evenings and other activities, we can show the charm of different cultures and deepen students' understanding and respect for multiculturalism. At the same time, students are encouraged to establish cross-cultural exchange societies and provide them with a platform for communication and learning. Integrate cross-cultural elements into campus facilities and environment layout, such as setting up international cultural exhibition areas and multilingual signs, so that the campus can become a real cross-cultural communication space.

4. Conclusions

This paper mainly focuses on the cultivation of cultural self-confidence in IPECU from the

perspective of cross-cultural communication. Through the in-depth analysis of the current situation of IPECU, this paper reveals the shortcomings and challenges faced in improving students' cross-cultural communication ability and cultural self-confidence. In view of these problems, a series of improvement measures are put forward. The improvement measures include optimizing the curriculum and content, and integrating cross-cultural communication elements into ideological and political teaching; Innovating instructional methods and means, using modern information technology and practical teaching to improve teaching effect; Strengthen the construction of teaching staff and improve teachers' cross-cultural communication ability and cultural literacy.

The study clarifies the important position and role of cross-cultural communication in IPECU, and emphasizes its unique advantages in cultivating students' international vision and local feelings. At the same time, the article puts forward a series of feasible optimization strategies, which provide theoretical support and practical guidance for IPECU to cultivate cultural self-confidence in the perspective of cross-cultural communication. With the continuous progress of globalization, cross-cultural communication will increasingly become a key component of IPECU. Under this trend, the cultivation of cultural self-confidence in IPE will pay more attention to practicality and innovation. Universities will strengthen practical teaching and case teaching, and improve students' intercultural communication ability and cultural self-confidence through international exchange and participation and intercultural communication training. At the same time, universities will explore new instructional methods and technologies, and use information technology and virtual reality to create vivid and interesting ideological and political classes to stimulate students' enthusiasm for learning.

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