

Original Paper

Research on Ideological and Political Teaching Reform of *Intercultural Communication Course* from the Perspective of Global Governance Talent Cultivation

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Received: May 18, 2026

Accepted: June 22, 2026

Online Published: July 13,

2026 doi:10.22158/wjeh.v8n3p43

URL: <http://dx.doi.org/10.22158/wjeh.v8n3p43>

Abstract

This study, oriented toward Global Governance Talent Cultivation and taking the Intercultural Communication course for Teaching Chinese to Speakers of Other Languages (TCSOL) majors as its subject, explores the teaching reform pathway for the synergistic enhancement of Curriculum Ideological and Political Education and professional competence. By systematically sorting out the curriculum ideological-political resource mapping, the study constructs a course mapping system centered on the “Four-in-One” educational objectives of “international vision, patriotic sentiment, professional competence, and sense of responsibility.” It integrates project-based teaching, scenario simulation and case study, and blended online-offline teaching methods, and establishes a diversified evaluation system combining process-oriented and outcome-based assessment. The findings indicate that excavating ideological-political elements from the internal logic of professional knowledge and bridging course instruction with professional qualification assessment can effectively achieve the organic integration of value shaping, knowledge transmission, and competence cultivation, thereby providing a replicable paradigmatic reference for the ideological-political teaching reform of similar intercultural courses.

Keywords

TCSOL Education, Global Governance Talent Cultivation, Intercultural Communication, Curriculum Ideological and Political Education

1. Introduction

The research on the synergistic enhancement of Curriculum Ideological and Political Education and professional competence in the Intercultural Communication course is a teaching reform proposition

put forward at the intersection of three factors: the contemporary demand for global governance talent cultivation, the policy orientation of Curriculum Ideological and Political Education construction, and the inherent educational attributes of the Intercultural Communication course itself.

1.1 The Contemporary Demand for the Strategic Positioning of Global Governance Talent Cultivation

The world today is undergoing profound changes unseen in a century, and as China moves closer to the center of the global stage, accelerating the cultivation of interdisciplinary professionals for international governance has become an urgent priority. In 2016, at the Symposium on Philosophy and Social Sciences, it was explicitly stated that we should “accelerate the development of philosophy and social sciences with Chinese characteristics and cultivate a number of global governance talents who are well-versed in both Chinese and international perspectives” (Speech at the Symposium on Philosophy and Social Sciences, 2016). It was further emphasized that participation in global governance requires a large number of professionals who are familiar with the Party and national policies, possess a global vision, are proficient in foreign languages, have a thorough understanding of international rules, and are skilled in international negotiation. The current shortage of high-level internationally competent talents has become a major bottleneck for China's full participation in global governance. Under the existing education system, students demonstrate strong professional competence but still need improvement in their intercultural communication skills, which reveals the critical position of intercultural communication competence in the cultivation of global governance talents. The Intercultural Communication course, with its intercultural attributes and educational characteristics, has been endowed with a new educational mission.

1.2 Theoretical Underpinnings of Curriculum Ideological and Political Education and Synergistic Education

In 2020, the Ministry of Education (The Ministry of Education, 2020) issued the Guidelines for Curriculum Ideological and Political Construction in Higher Education Institutions, requiring the integration of ideological and political education throughout the talent cultivation system and the comprehensive advancement of curriculum ideological and political construction in higher education institutions. The Guidelines explicitly require the integration of value shaping, knowledge transmission, and competence cultivation into a unified whole, embedding value guidance within knowledge transmission and competence cultivation, and firmly grasping the “main force” of teachers, the “main battlefield” of curriculum development, and the “main channel” of classroom teaching, so that all courses move in the same direction as ideological and political courses, forming a synergistic effect. The theoretical foundation for the synergistic enhancement of Curriculum Ideological and Political Education and professional competence can be understood from three dimensions: first, value shaping provides directional guidance for the development of professional competence; second, knowledge transmission lays the cognitive foundation for value internalization; and third, competence cultivation provides action-oriented support for the practice of values. In the Intercultural Communication course, knowledge transmission, competence cultivation, and value shaping are naturally intertwined, providing ideal conditions for the organic integration of Curriculum Ideological and Political Education.

1.3 Current State of Curriculum Ideological and Political Construction in the Intercultural Communication Course

Intercultural Communication is a core foundational course for the Teaching Chinese to Speakers of Other Languages (TCSOL) major, aimed at helping students understand the nature and patterns of intercultural communication and strengthen their intercultural awareness and competence. Students of TCSOL will face multicultural teaching environments in overseas Chinese language classrooms and undertake the dual tasks of language teaching and cultural dissemination. This professional positioning determines the special importance of the course's ideological and political construction—not only to cultivate students' intercultural communication competence but also to guide them in forming correct cultural stances and value judgments in teaching. Existing explorations have mainly focused on three dimensions: teaching objectives, content, and methods. In terms of teaching objectives, emphasis is placed on the organic integration of ideological and political education with professional teaching. In terms of content, ideological and political elements can be explored from knowledge points such as cultural comparison and intercultural conflict, for example, integrating the concept of “a community with a shared future for mankind” into case analysis. In terms of methods, approaches such as case teaching and scenario simulation are used to expand students' global vision and deepen their patriotic sentiments. However, there are still notable deficiencies in the ideological and political construction of the course for TCSOL students: the integration of ideological and political content with professional teaching is not deep enough, lacking targeted guidance for specific situations in overseas Chinese language classrooms beyond macro-level cultural comparisons; the alignment with global governance competence development is not systematic; and the pathway from cognitive understanding to behavioral transformation in ideological and political education is not clear enough, leaving students without adequate strategic training when facing cultural conflicts or politically sensitive issues in overseas teaching. These deficiencies constitute the research's problem awareness and the breakthrough point for reform.

2. Systematic Excavation of Ideological and Political Elements and System Construction

The synergistic enhancement of Curriculum Ideological and Political Education and professional competence must be built upon systematic instructional design. This chapter provides actionable design solutions for the ideological and political reform of the Intercultural Communication course for TCSOL majors from three dimensions: systematic identification of ideological and political resources, curriculum mapping of educational objectives, and restructuring and integration of teaching content.

2.1 Mapping of Ideological and Political Resources in the Intercultural Communication Course

The Intercultural Communication course encompasses core topics such as cultural diversity and commonality, value theories, intercultural conflict resolution, and intercultural adaptation. These topics correspond to the four dimensions required for TCSOL students as future international Chinese language teachers and disseminators of Chinese culture: international vision, patriotic sentiment,

professional competence, and a sense of responsibility. The construction of a curriculum ideological-political resource map aims to systematically organize the ideological and political elements scattered across different chapters, providing a foundation for subsequent instructional design. Lu and Wang (2025) pointed out that the systematic excavation of ideological-political elements should start from the core knowledge of the textbook chapters, avoiding mechanical external additions, while also attending to the layered processing of these elements. Examining the textbook chapters, each chapter contains points of integration that align with its knowledge content. The following is a selected design of chapter integration content in the sample Table 1.

Table 1. Illustrative Table of Ideological-Political Integration in Selected Chapters

Core Textbook Chapters	Corresponding		Integrated Content Design
	Global	Governance	
	Elements		
Chapter 1: Introduction to Intercultural Communication	Professional Competence		Interpret the connotation of global governance and clarify the bridging role of intercultural communication, based on its definition and globalized context.
Chapter 3: Culture and Communication		International Vision	Analyze how cultural backgrounds influence global governance models, and cultivate inclusive awareness of cultural diversity.
Chapter 5: Values and Cultural Patterns		Patriotic Sentiment	Compare Chinese and foreign values (e.g., collectivism vs. individualism) and relate to the balance between “shared human values” and national development aspirations.
Chapter 6: Intercultural Adaptation	Sense of Responsibility		Explore adaptation strategies with reference to “culture shock and adaptation stages,” and strengthen the sense of responsibility.
Chapter 8: Intercultural Interpersonal Communication	Sense of Responsibility		Conduct simulation training to develop team communication, division of labor, and interest coordination abilities.

2.2 Construction of a Course Mapping System for the Four-in-One Educational Objectives

Under the framework of the four core competencies for global governance talents—international vision, patriotic sentiment, professional competence, and a sense of responsibility—it is necessary to integrate the talent cultivation positioning of the TCSOL major and transform abstract competency objectives into actionable teaching objectives at the course level, forming a mapping chain of “competency

objectives—course objectives—teaching content.”

Chen (2024) explored the pathway for ideological-political construction in the intercultural communication course from four dimensions: teaching philosophy, teaching content, teaching methods, and educational outcomes. She pointed out that integrating ideological-political elements into the course is conducive to cultivating students' international vision, enhancing their cultural confidence, and deepening their patriotic sentiments and sense of responsibility. The four objectives mutually reinforce each other and collectively constitute a complete system for synergistic education tailored to TCSOL students. The cultivation of international vision focuses on helping students understand differences in communicative patterns across cultural contexts, embodied in the development of “multicultural cognitive competence.” Through instruction on the mechanisms of cultural influence on communication, students are guided to recognize the diversity and commonality of cultures and to develop an objective understanding of multiculturalism. The cultivation of patriotic sentiment focuses on helping students establish cultural awareness and confidence, embodied in the deepening of “identification with Chinese cultural values.” Through comparative analysis of Chinese and foreign values, students enhance their cultural confidence while understanding cultural differences. The consolidation of professional competence focuses on helping students acquire systematic theoretical knowledge of intercultural communication and develop practical skills, embodied in the two-way development of “theoretical competence and practical ability in intercultural communication.” The enhancement of responsibility focuses on helping students develop the awareness and capacity to actively participate in cross-cultural practice, embodied in the cultivation of “awareness and action competence for international Chinese language education.” The four objectives mutually reinforce one another, collectively constituting a complete system for synergistic education tailored to TCSOL students.

2.3 Optimization of Teaching Content through Chapter Integration and Case Embedding

The key to achieving organic integration of ideological-political elements with the teaching content of each chapter lies in starting from the core knowledge of each chapter and identifying the intrinsic connections between ideological-political elements and students' future professional needs. Luo (2022), taking the undergraduate course Intercultural Communication for TCSOL majors as her research subject, analyzed the “community with a shared future for mankind” mindset embedded in the specific course content and explored the cultivation approaches and feasibility of this mindset from the perspective of curriculum ideological-political education. Her research pointed out that case teaching serves as a bridge between theory and practice, and that case selection should follow three principles: the case content should directly correspond to the knowledge points of the textbook chapters; the case scenarios should be relevant to students' future overseas Chinese language teaching contexts; and the cases should provide clear space for ideological-political guidance, naturally leading to discussions on value issues such as cultural confidence and mutual learning among civilizations. Cases should be introduced after the delivery of theoretical knowledge and before students' independent discussion,

guiding students to apply theory in analysis and form judgments through discussion.

In the chapter “Introduction to Intercultural Communication,” the role and function of TCSOL in global governance can be introduced; in “Values and Cultural Patterns,” through the comparison of concepts such as collectivism versus individualism and high-context versus low-context cultures, students can be guided to reflect on the value logic behind cultural differences, providing analytical tools for handling cultural conflicts arising from value differences; in “Intercultural Adaptation” and “Intercultural Interpersonal Communication,” scenario simulation sessions set against the backdrop of overseas Chinese language teaching can be designed to transform theoretical cognition into concrete teaching strategies and communication plans. Theoretical instruction, case study, and practical training form a progressive chain, collectively advancing the synergistic enhancement of students' ideological-political competence and intercultural communication professional competence.

3. Teaching Implementation and Path Exploration for Synergistic Enhancement

The systematic excavation of ideological-political elements and the construction of the system ultimately need to be implemented through concrete teaching practices. This chapter provides actionable implementation plans for the ideological-political teaching of the Intercultural Communication course for TCSOL majors from three dimensions: the integrated application of diversified teaching methods, the bridging pathway between professional qualifications and competence cultivation, and the construction of a process-oriented and outcome-based evaluation system.

3.1 Integrated Application of Diversified Teaching Methods

Given the professional orientation of TCSOL students who will teach Chinese overseas in the future, this project integrates project-based teaching, scenario simulation and case study, blended online-offline teaching, and other methods to form a collaborative teaching system.

Zheng and Liu (2025), in their article “On the Integrated Development of Project-Based Teaching and Blended Learning Models in International Chinese Language Education,” noted that project-based teaching is characterized by task-driven and authentic scenario-based approaches (Zheng & Liu, 2025). In the chapters “Intercultural Adaptation” and “Intercultural Interpersonal Communication,” instructors design simulation projects set against the backdrop of overseas Chinese language teaching, requiring students to work in groups to plan and present “Cross-Cultural Conflict Response Plans for Overseas Chinese Language Classrooms.” Students are expected to comprehensively apply intercultural adaptation theories and cultural dimension theories to analyze problems and propose strategies, thereby achieving the simultaneous advancement of knowledge transmission and value guidance.

Scenario simulation helps students transform abstract theories into concrete understanding. In the chapter “Values and Cultural Patterns,” instructors design scenarios such as simulated Sino-foreign cooperative teaching meetings and overseas parent-teacher conferences. Students assume roles from different cultural backgrounds and apply theoretical frameworks such as high-context versus

low-context culture and collectivism versus individualism to analyze problems. Case studies are integrated throughout the theoretical teaching of each chapter, with case selection based on students' future professional scenarios, following a progressive structure of “case presentation—problem analysis—theoretical application—expression of viewpoints.”

Given the practical constraint of limited class hours, the course adopts a blended online-offline teaching approach. Foundational knowledge is delivered through online micro-lectures and MOOCs before class, while class time is concentrated on difficult point analysis and scenario simulation training. The online platform also delivers ideological-political materials such as “Belt and Road Initiative” cross-cultural collaboration cases, preparing students for in-depth classroom discussions.

3.2 Bridging Pathways Between Professional Qualifications and Competence Cultivation

The professional development of TCSOL students has clear qualification requirements. Both the International Chinese Language Teacher Certificate examination and the volunteer program selection of the Center for Language Education and Cooperation (CLEC) regard intercultural communication competence as an important assessment dimension. Connecting course instruction with professional qualification requirements is a key step in achieving the goal of “learning for application.”

The interview section of the International Chinese Language Teacher Certificate includes intercultural communication questions, requiring candidates to apply theories to analyze cultural differences and conflicts in teaching scenarios. Instructors bring typical interview questions into the classroom, such as “In a classroom where European and Asian students debate due to different understandings of 'power distance,' how should the teacher guide the discussion?” Through simulated responses, students prepare for the qualification examination while learning professional knowledge. Volunteer programs require applicants to possess intercultural adaptation and Chinese cultural dissemination capabilities. The course introduces cases of culture shock faced by volunteers in the early stages of overseas teaching, as well as cases of organizing cultural activities overseas, guiding students to analyze the characteristics of adaptation stages and design dissemination plans. The course also assigns a task of “designing intercultural communication teaching cases,” requiring students to create complete cases set against the backdrop of overseas Chinese language teaching, including five components: background, conflict description, theoretical analysis, solutions, and teaching reflections, thereby accumulating teaching resources for students.

3.3 Construction of a Process-Oriented and Outcome-Based Evaluation System

In the context of curriculum ideological-political reform, evaluation should focus not only on students' mastery of professional knowledge but also on the development of their ideological-political competence. This project constructs a diversified evaluation system that combines process-oriented and outcome-based assessment.

In terms of evaluation dimensions, indicators are designed from three levels: cognitive, affective, and behavioral. The cognitive level examines understanding of global governance and core intercultural theories; the affective level examines cultural confidence and value stances demonstrated in case

analyses; the behavioral level examines intercultural communication competence and sense of responsibility demonstrated in group discussions and project presentations. Instructors set up observation record sheets during case studies and scenario simulations to provide qualitative descriptions and grade-level assessments of students' participation performance.

The course establishes a dynamic tracking mechanism with three assessment points at the beginning, middle, and end of the semester, forming longitudinal comparisons to reflect students' competence development trajectories. Concurrently, a closed-loop system of "evaluation-feedback-improvement" is established: after each round of teaching, evaluation data are compiled to identify weak areas and adjust instructional design; students provide anonymous questionnaire feedback on the rationality of ideological-political integration and the effectiveness of teaching methods; instructors then formulate teaching reflection reports and optimize the next round of teaching, ensuring that the curriculum ideological-political reform continues to deepen through ongoing improvement.

4. Implementation Support and Dissemination Prospects

The synergistic enhancement of Curriculum Ideological and Political Education and professional competence requires systematic support conditions as its foundation. The teaching team and teaching resources are the two basic elements for ensuring the implementation of the reform, while the dissemination of reform outcomes is the key link in maximizing the project's value.

4.1 Building a Multidisciplinary Collaborative Teaching Team

The teaching team is the organizational guarantee for the implementation of curriculum ideological-political reform. As a core course for TCSOL majors, the ideological-political reform of Intercultural Communication requires teachers to possess both professional knowledge of intercultural communication and the competence for ideological-political education. Chen Yunping, drawing on the construction project of the graduate-level curriculum ideological-political demonstration course "Intercultural Communication" at Southwest University of Science and Technology, pointed out that integrating ideological-political elements into this course is conducive to cultivating students' international vision, enhancing their cultural confidence, and deepening their patriotic sentiments and sense of responsibility.

The project team is composed of TCSOL teachers and ideological-political education teachers. The former are responsible for the delivery of knowledge systems and practical training, while the latter participate in the formulation of educational objectives and the review of ideological-political elements. The team conducts collective lesson planning and teaching reflection through the college's Curriculum Ideological-Political Demonstration Center, forming a collaborative mechanism of "joint goal-setting, collaborative content development, shared implementation responsibility, and collective outcome evaluation."

4.2 Resource Support Through Teaching Resources and Platform Development

Teaching resources and platform development are the fundamental support for the implementation of

curriculum ideological-political reform. One study analyzed the feasibility and necessity of integrating the Intercultural Communication course with “Curriculum Ideological and Political Education,” proposing a curriculum ideological-political model based on traditional Chinese culture, and constructing a blended online-offline teaching model as well as a “three-in-one” comprehensive evaluation system.

The project team has developed a series of online teaching resources around the ideological-political integration points in each chapter: first, a ideological-political case bank, containing typical cases of cultural conflicts and intercultural adaptation in overseas Chinese language classrooms; second, micro-lecture videos, transforming the knowledge points and ideological-political integration content of each chapter into pre-class self-learning resources. The platform, built on the university's online teaching platform, serves three functions: resource dissemination, online discussion, and learning data recording, ensuring that ideological-political integration permeates the entire process of pre-class, in-class, and post-class activities.

4.3 Extension of Reform Outcomes to Cross-Disciplinary Elective Courses

The reform outcomes, with the Intercultural Communication course as the core, are gradually extended to the university-wide public elective course Global Vision and Intercultural Communication. The Intercultural Communication course is capable of fostering patriotic sentiments while expanding global vision. This educational logic is equally applicable to students from various majors who enroll in intercultural courses. Reusable resources include the ideological-political case bank, micro-lecture videos, and instructional designs. When addressing students from the School of Accounting and Finance, cases of cross-cultural business negotiations can be supplemented; when addressing students from the School of Intelligent Science and Engineering, cases of international technical cooperation can be added. Through modular design and flexible reorganization of teaching resources, the cultivation of global governance competence can be extended from TCSOL majors to students across multiple disciplines, achieving the radiating effect of the reform outcomes.

5. Conclusion

This study, oriented toward the cultivation of global governance talents and centered on the Intercultural Communication course for TCSOL majors, attempts to propose a “cognition–affection–behavior” three-stage integration model and a course mapping system for the “four-in-one” educational objectives, with the aim of translating national strategic needs into actionable curriculum design plans and offering a possible perspective for theoretical exploration of Curriculum Ideological and Political Education in the field of intercultural communication. At the practical level, it has preliminarily formed a systematic reform scheme encompassing the mapping of ideological-political resources, the integration of teaching methods, the bridging of professional qualifications, and the construction of diversified evaluation, so as to provide references for the teaching reform of similar courses. Compared with existing achievements, this study may complement

them in the following aspects: first, it attempts to integrate multiple dimensions—resources, objectives, content, methods, and evaluation—into a systematic framework rather than focusing on a single dimension; second, it takes global governance talent cultivation as a clear orientation, thereby forging a closer link between Curriculum Ideological and Political Education and national strategic needs; third, it constructs a complete practical chain from cognition to behavioral transformation. Admittedly, this study still has several limitations, such as insufficient empirical data, the need for further testing of the reliability and validity of evaluation tools, and the necessity for continued observation of the effectiveness of cross-disciplinary dissemination. Future research, building on this foundation, could conduct multiple rounds of action research to validate the reform outcomes, refine the evaluation scales, and explore differentiated implementation pathways under different disciplinary backgrounds, thereby extending the benefits of the reform to a broader student population.

Acknowledgments

This paper was supported by 2025 Curriculum Ideological and Political Education Teaching Reform Research Project (PHKCSZ202516). Xi'an Peihua University, Xi'an, Shaanxi, China

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