

Exploration and Reflection on Cross-Culturally Oriented Integration of Ideological and Political Elements into German Language Teaching: Evidence from the Sino-German Cooperative Mechanical Engineering Program

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Abstract: *Objective:* Against the backdrop of advancing Sino-foreign cooperative education and national “Curriculum Ideology and Politics” initiatives, this study explores the integration of ideological and political elements into German language teaching in Sino-German cooperative mechanical engineering programs. The paper framework covers three core parts: analyzing the necessity (aligning with the “Manufacturing Power” strategy and addressing students’ cross-cultural value challenges) and advantages (German original textbooks, multi-cultural foreign faculty) of the integration; presenting two practical teaching cases (a textbook-based craftsmanship seminar and a cross-cultural interview activity); and summarizing outcomes and proposing future optimization directions. *Methods:* It adopts a case study approach, taking the Sino-German Cooperative Program in Mechanical Design, Manufacturing, and Automation at Qilu University of Technology (Shandong Academy of Sciences) as the research object, combining qualitative analysis (textbook element extraction, interview content analysis) and practical teaching verification (activity design, student feedback collection). *Results:* Major findings show that the integration enriches German teaching content, enhances students’ cultural identity, national confidence, and intercultural communication skills, and provides a replicable paradigm for foreign language Curriculum Ideology and Politics in educational opening-up contexts.

Keywords: Sino-German cooperative education programs; German language teaching; Curriculum ideology and politics; Cross-cultural integration

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1. Introduction

In recent years, as a crucial component of educational philosophy, “Curriculum Ideology and Politics” (a

concept referring to the integration of ideological and political education into professional courses) has been gradually integrated into the teaching systems of various disciplines, emerging as a key direction in higher education reform. In 2020, the Ministry of Education of the People's Republic of China issued the Guidelines for the Construction of Curriculum Ideology and Politics in Institutions of Higher Education (hereinafter referred to as the "Guidelines"). The document explicitly states that comprehensively advancing the construction of Curriculum Ideology and Politics is a strategic measure to implement the fundamental task of "fostering virtue through education," the core goal of China's education system, which prioritizes moral cultivation alongside knowledge impartment ^[1].

The Guidelines not only highlight the importance of ideological and political education but also stress the need to promote the organic integration of Curriculum Ideology and Politics with professional courses, while fully reflecting the characteristics of specific disciplines. The implementation of Curriculum Ideology and Politics is not merely a supplement to educational content, but an in-depth reflection on and expansion of educational objectives. This process requires university teachers to proactively adjust their educational concepts, to continuously innovate teaching methods, and to integrate the elements of Curriculum Ideology and Politics into classroom teaching naturally and effectively ^[2]. By doing so, it aims to enhance students' cultural identity and national self-confidence, help them establish a correct worldview, outlook on life, and values, and comprehensively improve their overall quality.

With the deepening of international exchanges and cooperation, there is a growing demand for high-quality, globally competent foreign language professionals. Against this backdrop, Sino-foreign cooperative education programs in Chinese universities have rapidly developed and expanded in recent years. As a compulsory component of cooperative programs between Chinese and German universities, German language courses directly influence students' prospects for further study abroad and career development. Therefore, the implementation of ideological and political education through German courses in Sino-German cooperative programs bears significant meaning and unique advantages.

The Sino-German Cooperative Program in Mechanical Design, Manufacturing and Automation at Qilu University of Technology (Shandong Academy of Sciences) (hereinafter the Sino-German Program in Mechanical Engineering) has admitted students since 2014. Over more than a decade of development, it has sent over a hundred students to Germany for further studies. Taking this program as a case study, this study systematically explores concrete pathways and practical strategies for the integration of ideological and political elements into German language teaching within Sino-German cooperative education programs.

2. Analysis of the necessity for the implementation of ideological and political education in Sino-foreign cooperative education programs

2.1. The practical need for strengthening ideological and political education in mechanical engineering programs

The Guidelines provide clear directives for the ideological and political development of various specialized programs. For mechanical engineering programs, the focus of Curriculum Ideology and Politics should be on the following dimensions: fostering education on socialism with Chinese characteristics and the Chinese Dream of national rejuvenation, cultivating core socialist values, enhancing awareness of engineering ethics and social responsibility, promoting the excellence-driven "craftsmanship spirit," and inspiring a sense of mission to serve the nation through science and technology and strengthen the country through manufacturing.

Against the backdrop of the national “Manufacturing Power” strategy, mechanical engineering professionals have become core drivers of high-quality development in the manufacturing industry. The quality of their training directly affects the development level and international competitiveness of the country’s modern industrial system. Therefore, the systematic integration of ideological and political elements into professional education, specifically guiding students to align personal development goals with national strategic needs and cultivating interdisciplinary talents equipped with advanced technical expertise, national identity awareness, and professional ethics, has become an imperative requirement for the teaching reform of mechanical engineering programs. The infusion of ideological and political education can effectively awaken students’ sense of mission within the industry and their social responsibility, motivating them to actively contribute to the construction and development of China’s modern industrial system.

2.2. The special significance of strengthening ideological and political education in Sino-foreign cooperative programs

As an important vehicle for the internationalization of higher education, Sino-foreign cooperative programs possess distinct particularities and complexities in their talent development processes, making ideological and political education especially urgent and critical in such programs. Taking the Sino-German Program in Mechanical Engineering as an example, this program is built on an international vision and aims to cultivate high-quality engineering talents who are equipped with both Chinese and German cultural backgrounds and are prepared to meet the demands of multinational enterprises. The program adopts a “3+1” training model (three years of domestic study followed by a fourth year of study in Germany for eligible students), which requires students to not only undergo professional education in China but also complete their studies in Germany, earning bachelor’s degrees from both institutions upon graduation. The vast majority of undergraduate graduates choose to pursue master’s degrees in Germany, remaining in a cross-cultural environment for an extended period.

This educational path poses two major challenges: First, during their studies, students are extensively exposed to Western cultures, modes of thinking, and values, which may lead to cultural shocks and value conflicts, thereby increasing their susceptibility to the influence of certain Western ideologies^[3]. Second, as envoys of Sino-foreign exchanges and future international talents in the engineering field, students’ political stance, cultural identity, and value orientation directly influence the international image of “Made in China” and the depth and quality of long-term technological cooperation between China and Germany. Therefore, compared to regular majors, Sino-foreign cooperative programs have a greater need to firmly implement ideological and political education, strengthening ideological guidance and value shaping for students. This is not only vital for the healthy development of individual students but also a strategic educational project. Through the targeted integration of ideological and political elements, students can enhance their ability to discern ideologies, maintain a Chinese cultural stance while embracing multiculturalism, and strengthen their confidence in the path, theory, system, and culture of socialism with Chinese characteristics while broadening their international perspectives. This enables them to become outstanding engineers with both global competitiveness and a profound sense of national commitment^[4].

3. Analysis of the advantages of implementing ideological and political education in Sino-foreign cooperative programs

The Sino-foreign cooperative education model infuses international elements into professional talent

development while simultaneously creating significant advantages for the implementation of ideological and political education through its unique cross-cultural resources. In-depth exploration and effective utilization of these resources can make ideological and political education more dynamic, multi-dimensional and profound.

3.1. Expanding the scope of curriculum ideology and politics materials through foreign teaching resources

Sino-foreign cooperative programs typically incorporate original professional textbooks from partner institutions abroad, providing a rich and unique repository for ideological and political education. For example, the Sino-German Program in Mechanical Engineering utilizes German original textbooks such as “Konstruktionselemente,” “Sensorik_und_Aktorik,” and “Grundlagen_Messtechnik.” These texts not only complement domestic textbooks in their knowledge systems but also exhibit distinct cultural differences and regional characteristics in their pedagogical approach, case selection, and value orientation.

These imported textbooks serve not only as carriers of specialized knowledge but also as reflections of German engineering culture and professional ethos. Their content often embodies a rigorous and practical scientific attitude, a craftsmanship spirit committed to excellence, a strong sense of professional ethics, and a focus on environmental protection and social responsibility. Chinese German language teachers can actively collaborate with specialized course teachers to extract materials that combine authentic language use with ideological and political educational value. For instance, in the teaching of technical documentation writing, instructors may emphasize the professional integrity reflected in its standardization and precision. When analyzing engineering cases, students can be guided to compare similarities and differences between Chinese and German approaches to standard setting, quality management, and engineering ethics, thereby enhancing their understanding and identification with China’s efforts to promote high-quality development in manufacturing. By transforming original textbooks into high-quality resources for ideological and political education, values-based guidance can be naturally integrated into professional German language teaching, thus realizing the organic unity of knowledge acquisition, language skills enhancement, and values cultivation ^[5].

3.2. Deepening the educational dimensions of curriculum ideology and politics via foreign teachers’ strengths

Rooted in deep collaboration between partner institutions, Sino-foreign cooperative programs typically maintain a regular and high-quality foreign faculty team, which brings multi-faceted perspectives and practical case studies to ideological and political education. Each semester, several full-time German faculty members teach specialized courses in the Sino-German Program in Mechanical Engineering. They serve not only as bridges for students to access cutting-edge professional knowledge but also as windows through which students gain direct exposure to German engineering culture, academic ethos, professional attitudes, and encounters between Chinese and foreign cultures.

Chinese and German language teachers can collaborate with international faculty to integrate their diverse educational backgrounds, professional experiences, and personal narratives into interactive activities. This provides students with authentic scenarios for cross-cultural communication and enables the systematic exploration of ideological and political elements from the following aspects:

- (1) Foreign teachers may be invited to share inspirational stories from their personal growth, academic pursuits, or technical problem-solving, highlighting qualities such as perseverance and innovative courage.
- (2) They can be encouraged to discuss their collaborative experiences with China or personal insights from

working and living in the country, guiding students to perceive China's developmental achievements from an external perspective and enhancing national pride.

- (3) Seminars, debates, or project presentations on topics such as “technology ethics,” “global sustainable development,” or “comparative analysis of Sino-German manufacturing cultures” may be organized in conjunction with current affairs and foreign faculty expertise.

These activities enable students to engage critically with diverse perspectives, consolidate their own viewpoints, and foster enhanced cultural confidence and critical thinking abilities through international dialogue. By effectively integrating foreign faculty resources, Curriculum Ideology and Politics transcends the traditional one-way indoctrination model and transforms into an open value dialogue with the joint participation of multiple subjects, significantly expanding the dimensions of ideological and political education.

4. Teaching practice cases: Integrating ideological and political elements into the basic German course

The Basic German course, offered to first and second-year students in the Sino-German Program in Mechanical Engineering, is designed to systematically develop students' comprehensive German language skills, aiming to achieve levels A1 to B1 of the Common European Framework of Reference for Languages (CEFR). With its extended duration, broad coverage, and frequent teacher-student interaction, the course provides ample opportunity for the organic integration of ideological and political elements. The following two typical teaching activity cases illustrate how the advantages of Sino-foreign cooperative education can be leveraged to achieve value guidance in language teaching.

4.1. Case 1: Themed seminar on “The Spirit of Craftsmanship in Professional Textbooks”

4.1.1. Activity design and implementation

This case was implemented in the second semester of the sophomore year, synchronized with the course Mechanical Design Methods taught by a German faculty member. The selected German original textbook “Konstruktionstechnik - Ausgewählte Maschinen- und Konstruktionselemente III” is not only highly specialized but also reflects the pursuit of precision and standardization inherent in German engineering culture through its content structure and presentation.

The Chinese German language teacher posted a thematic discussion task on the Superstar Learning Platform: “Welche Inhalte im Lehrbuch spiegeln die strenge Arbeitsweise deutscher Ingenieure und ihr höchstes Streben nach Perfektion in den Details wider?” (Which contents in the textbook reflect the rigorous working methods of German engineers and their utmost pursuit of perfection in detail?). The task lasted two weeks, aligning with the teaching period of the international faculty member's module on Mechanical Design Methods. Students were required to identify typical examples embodying German engineering ethics and professional spirit from the textbook while studying Mechanical Design Methods and submit their responses in German via the platform. The task explicitly encouraged students to focus not only on technical content but also on reflecting on the underlying attitudes, standards, and cultural connotations.

In the subsequent Basic German course, the Chinese German language teacher guided students to conduct in-depth discussions around the submitted examples. Students used German to exchange opinions and summarize the professional values embodied in the teaching materials. At the appropriate time, the teacher introduced a clip from The Great Craftsman (a documentary produced by China Central Television,

CCTV), specifically the segment titled Excellence in Craftsmanship. By presenting examples of Chinese craftsmen who also refused to compromise on a 0.01-millimeter error, the Chinese German language teacher facilitated students' dialogue and comparison between Chinese and German engineering cultures. This helped students recognize that “striving for perfection and pursuing excellence“ is a quality shared by outstanding engineers across national borders, thereby strengthening their recognition of and confidence in the high-quality development of “Made in China.“ At the end of the activity, excellent expressions were selected through teacher comments and student mutual evaluation, with incentives provided to the winners.

4.1.2. Outcomes and reflection

During the two-week task period, over thirty valid responses were collected on the platform. Beyond rigorous attitudes, some students identified additional ideological and political elements reflected in the textbook, such as normative awareness and environmental responsibility, demonstrating an enhanced ability to recognize values (Table 1). Classroom discussions were lively, with students not only deepening their understanding of professional German expressions but also strengthening their appreciation of the craftsmanship spirit through cross-cultural comparison.

Table 1. Examples of ideological and political elements identified by students from the German textbook “Konstruktionstechnik - Ausgewählte Maschinen- und Konstruktionselemente III”

Element	Original content	Chapter & page
Precise calculation	Die Größe der Reibungskraft hängt ab von Umschlingungswinkel β und Reibungszahl μ : $F_1 = F_2 \cdot e^{(\mu\beta)}$. To ensure transmission efficiency and prevent slippage in belt drives, engineers must precisely calculate parameters such as wrap angle, coefficient of friction, and tension. To this end, the textbook equips engineers with exact formulas and standards for geometric, mechanical, and kinematic parameters across various transmission components, reflecting its rigorous pursuit of “quantitative design.” The textbook specifies exact formulas and standards for the geometric, mechanical, and kinematic parameters of various transmission components (e.g., belt, chain, and gear drives), thus reflecting a rigorous pursuit of “quantitative design.”	1.1.3 Berechnung der kraftschlüssigen Übertragung, p. 11–14
Scientific and rigorous material selection	Man verwendet: -Grauguss und Temperguss für leichte Beanspruchung, -Stahlguss und unlegierten Stahl für mittlere Beanspruchung, -Vergütungs- und Einsatzstähle für hohe Beanspruchung... The textbook establishes its material selection criteria on the operating conditions (load, speed, environment) of transmission components, embodying the rigorous principle of “adaptive design.”	2.3 Zahnradwerkstoffe, p. 79–80
Standardization and norm awareness	Normalkeilriemen sind nach DIN 2216, Schmalkeilriemen nach DIN 7753 genormt. Rollenkette DIN 8187 – 10 B – 2 × 100 The textbook extensively references DIN (German Industrial Standards) and other international standards, integrating the design process into a standardized framework. This demonstrates a paramount emphasis on “consistency” and “reliability,” thereby ensuring the interchangeability and compatibility of components produced by different engineers and factories.	1.1.2 Riemenarten/ Werkstoffe, p. 11; p. 34, etc.
Environmental responsibility	The textbook promotes sustainability by promoting three key strategies: scientific material selection to prevent over-engineering and conserve resources; high-efficiency transmissions to mitigate energy loss; and component standardization (e.g., DIN norms) to enable part replacement, thus reducing machine scrapping and electronic waste.	2.3 Zahnradwerkstoffe, etc.

The successful implementation of this case demonstrates that language tasks deeply integrated with professional contexts can effectively stimulate students' learning motivation and value-based reflection. It should be noted that imported professional teaching materials focus primarily on theoretical principles and technical descriptions, with relatively few explicit ideological and political elements. Therefore, task design must be well-targeted and supported with clear examples. By focusing on a "rigorous working attitude," this activity reduced the students' identification difficulty and primed them to engage with more complex ideological and political topics later. In the future, the resource pool can be further expanded by incorporating authentic materials such as German-language corporate case studies and industry standards, gradually building a multi-level teaching resource system for Curriculum Ideology and Politics.

4.2. Case 2: Themed interview activity "China and the World from a Cross-Cultural Perspective"

4.2.1. Activity design and implementation

This case was implemented in November 2024 during the teaching period when the international faculty member was on campus. The faculty member, a German national born in Peru, a key cooperative country under the Belt and Road Initiative, has a multicultural background, which provided a unique opportunity for cross-cultural ideological and political education. Coincidentally, this period overlapped with President Xi Jinping's attendance at the 31st APEC Economic Leaders' Meeting and his state visit to Peru; this major diplomatic event offered abundant current affairs materials and discussion space for the interview activity.

Following consent from the international faculty member, the Chinese German language teacher assigned a cross-cultural interview task titled "Ein Interview mit Herrn Dr. Zárate Moya" in the Basic German course. The activity was first launched via the Chaoxing Learning Platform as a group task, requiring each team to draft a German interview outline comprising 5-8 questions centered on the theme of "China-Peru Friendly Relations" within two days. The outline could cover multiple dimensions such as politics, economy, and culture. Subsequently, through peer evaluation, instructor feedback, and AI-assisted assessment, the most insightful and creative interview proposal was selected. The chosen team, under the guidance of the instructor, integrated the strengths of various proposals to formulate the final interview script and collaboratively carried out the on-site interview and video recording.

4.2.2. Outcomes and reflections

The edited interview video was publicly screened in class, followed by a German-language thematic discussion centered on the interview content. All students participated in group efforts to complete the translation and proofreading of the video subtitles in German, further enhancing language learning outcomes (**Table 2**).

Table 2. Compiled excerpts from students' interview with the international faculty member

Person	Response
Interviewer	Der Präsident von China, Xi Jinping, hat die Republik Peru, Ihr Heimatland, vor zwei Wochen besucht. Haben Sie etwas über das gewusst?
Dr. Zárate Moya	Ja, diese Nachricht war sehr populär in internationalen Zeitungen. Also in Peru und überall in Europa. Ich habe diese Nachrichten in Deutschland, in der deutschen Zeitung gelesen. Das war sehr interessant. Im Prinzip ist es nur zu geben eine starke Doppelkooperation zwischen Peru und China. Eine interessante Nachricht war die Straße, die ganze Straße in der Altstadt, im Zentrum von Peru, in Lima. Das alles dekoriert mit Flaggen für Peru und China. So sagt er willkommen für die Präsidentin von China, Xi Jinping.
Interviewer	Peru ist eines der ersten lateinamerikanischen Länder, das mit der Volksrepublik China diplomatische Beziehungen aufgenommen hat, ist eines der ersten, das eine umfassende strategische Partnerschaft mit China eingerichtet hat, und ist eines der ersten, das ein Paket abgeschlossener Freihandelsabkommen mit China unterzeichnet hat. Seit der Unterzeichnung des Memorandums des Verständnisses über die gemeinsame Kooperation im Rahmen von "Belt and Road" zwischen China und Peru im Jahr 2019 sind beide Länder gute Partner auf dem Weg der Entwicklung von "Belt and Road". Können Sie uns einige Beispiele über die Zusammenarbeit und gemeinsame Entwicklung zwischen China und Peru nennen?
Dr. Zárate Moya	Ja, natürlich. Also für die Nachricht, die ich vorher gesagt habe, die Besuche für den Präsidenten aus China, das war für die große Infrastruktur, das Peru und China zusammengearbeitet haben. Es gibt ein besonderes Hafen, das ist der Chancay Hafen, das ist in Nord - Lima. Und das ist ein großer Hafen, der importiert und exportiert Produkte aus China und Peru. Das war die interessanteste Kooperation zusammen. Seit 2010 haben wir diese Doppelkooperation angefangen. Diese Kooperation hat Produkte wie Zink, Kupfer und andere Waren importiert und exportiert.
Interviewer	Ich habe gehört, dass in Peru das chinesische Essen oft als "Chifa" bezeichnet wird, stimmt das? Auf Chinesisch hört sich das sehr ähnlich wie "Chi Fan" an, und bedeutet "Essen". Gibt es in Peru viele chinesische Restaurants? Haben Sie in Peru schon mal chinesisch gegessen?
Dr. Zárate Moya	Ja, natürlich. Wie gesagt, wenn die erste chinesische Gruppe nach Peru kam, gab es so viel Arbeit von diesen chinesischen Leuten. Danach hat diese Gruppe in der Landwirtschaft gearbeitet, in Zucker und Baumwolle. Alles, was die chinesischen Leute kochen in Peru, heißt Chifa. Ja, in Peru gibt es viele chinesische Restaurants. Mein Lieblingsgericht ist Arroz Chaufa. Das ist ein Gewürz in Reis, mit Fleisch oder Hähnchen. Das schmeckt wirklich sehr gut.
Interviewer	In Berichten habe ich erfahren, dass die Ergebnisse einer von chinesischen und peruanischen Institutionen gemeinsam durchgeführten Umfrage über die positive Einstellung der Peruaner gegenüber China zeigen, dass 91.5 % der Befragten China für ein attraktives Land halten und 86.3 % der Befragten China als Partner von Peru betrachten. Was halten Sie von diesem Ergebnis?
Dr. Zárate Moya	Das Ergebnis zeigt die starke Beziehung und das Vertrauen zwischen beiden Ländern. Die Peruaner sehen China als wichtigen Partner für die Zukunft, insbesondere in Handel, Bildung und Technologie.
Interviewer	Was erwarten Sie sich von der zukünftigen Entwicklung der Beziehungen zwischen China und Peru, oder haben Sie irgendwelche Vorschläge?
Dr. Zárate Moya	Ja, natürlich. Im Prinzip gibt es eine große Zukunft zwischen China und Peru. Es gibt verschiedene Produkte und Kenntnisse, die geteilt werden können, um die Wirtschaft zu stärken. Beide Kulturen, Peru und China, haben starke Disziplin und Wissenschaft. Ich glaube, dass wir in Zukunft sicherlich mehr Möglichkeiten haben werden, gemeinsam die Initiative "Belt and Road" auszubauen und Kooperationen zum Vorteil aller Seiten zu fördern.

This activity provided students with multifaceted gains.

- (1) Taking General Secretary Xi Jinping's recent state visit to Peru as a timely entry point, students and the international faculty members engaged in in-depth exchanges on the historical origins, economic and trade cooperation, and cultural interactions between China and Peru, thereby enhancing their intercultural communication skills through practical engagement.
- (2) Through the first-hand accounts of the international faculty member, students gained a direct

understanding of how the principle of “extensive consultation, joint contribution and shared benefits” is implemented in international cooperation, and thus strengthened their confidence in China’s approach to participation in global governance.

- (3) During the preparation phase, students significantly enhanced their information literacy and collaborative skills through literature consultation, data collection, and teamwork. The students in the interview group, in particular, demonstrated exceptional organizational and coordination abilities through task allocation, on-site execution, and post-production work.

Although this activity achieved certain positive outcomes, it also revealed several areas for improvement.

- (1) Due to course time constraints, students’ language expression still needs optimization, with specific issues in pronunciation accuracy and grammatical correctness requiring further attention.
- (2) Nervousness during the on-site interview affected some students’ on-the-spot performance.
- (3) Such activities demand significant extracurricular time investment, limiting the frequency of implementation per semester.

In future teaching, targeted optimization measures could be adopted, such as adding mock interview sessions to enhance students’ language fluency and adaptability through role-playing; incorporating AI speech recognition tools to assist students in pronunciation correction and expression refinement; and breaking down the interview project into smaller tasks distributed throughout the semester to reduce student workload while maintaining instructional continuity.

5. Conclusion and future prospects

This study verifies via practical teaching cases that integrating ideological and political elements into German courses in Sino-foreign cooperative education enriches language teaching content and enhances students’ cultural identity, national confidence, and patriotism. Essentially, this integration is a strategic measure to implement the “fostering virtue through education” task and a key way to cultivate high-quality international talents—those with national belonging, global perspective, and balanced moral integrity and professional competence. It leverages cooperative education’s unique resource platforms and cross-cultural arenas, offering targeted support for Curriculum Ideology and Politics amid educational opening-up.

To advance Curriculum Ideology and Politics and boost moral education effectiveness, four focused directions are proposed:

- (1) Optimize evaluation mechanisms: Build a multi-dimensional formative system for cooperative education’s cross-cultural context. Involve instructors, foreign experts, corporate mentors, and students; include ideological and political elements (value shaping, cross-cultural communication, national awareness) in indicators; and use process-oriented methods (project demonstrations, practical reports) to “promote development and education through evaluation.”
- (2) Strengthen teacher collaboration: Encourage Chinese German teachers and international faculty to conduct regular joint lesson preparation and thematic Curriculum Ideology and Politics research. Focus on Sino-German engineering culture and scientific ethics to co-identify teaching entry points, build a shared material library, and improve teachers’ instructional design and implementation capabilities.
- (3) Develop characteristic resources: Leverage the “Belt and Road” Initiative, Sino-German manufacturing cooperation, and sustainable development to create bilingual/German ideological and political

resources (case collections, digital modules) that integrate language training, professional context, and value guidance.

- (4) Expand overseas pathways: Design practical tasks for students studying in Germany, such as “Telling ‘Made in China’ Stories in German” and “Sino-German Technology Research.” Encourage students to share China’s development concepts and technologies with the German public, enabling them to advocate for China’s national image and spread Chinese stories, thus deepening cultural confidence.

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