

Research on Ideological and Political Teaching Path and Practice of Emergency Characteristics Intercultural Communication Course

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Abstract: Intercultural communication is an important part of public foreign language teaching in universities and colleges in China. The main teaching goal of the course is to cultivate students' intercultural communication skills well and to create high-quality and extroverted talents. In the course of teaching, the course ideological and political teaching based on emergency characteristics is also a key component. Based on this, this paper will study its teaching path and practice. Including emergency characteristic cross-cultural communication course thought and politics and its teaching analysis, emergency characteristic cross-cultural communication course thought and politics main teaching path and teaching practice analysis. It is hoped that this analysis can provide some reference for the exploration and practice of the ideological and political teaching path of this kind of course.

Keywords: Emergency characteristics; Cross-cultural communication; Curriculum thought and politics; Teaching design; Teaching method

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1. Introduction

In the course teaching intercultural communication, the course ideological and political teaching based on emergency characteristics is the key to improving students' ideological and political level and comprehensive quality. Based on this, in specific teaching, teachers should first clarify the theoretical basis, teaching objectives, and teaching status of the ideological and political teaching of the course with emergency characteristics, and then choose a reasonable path for teaching based on this, including reasonable development of teaching resources, reasonable teaching design, reasonable implementation of teaching methods and reasonable construction of evaluation system. Only in this way can the teaching quality be well guaranteed to meet the actual learning and growth needs of the students of this major.

2. Analysis of ideology and politics and its teaching in the Emergency Characteristic Cross-cultural Communication course

2.1. Ideological and political theory basis of Emergency Characteristic Cross-cultural Communication course

In the teaching of cross-cultural communication, the theoretical basis of the ideological and political teaching of the course with emergency characteristics is guided by the thought of socialism with Chinese Characteristics in the new era, and the “two maintenances” are taken as the main responsibility. Through bottom-line thinking and the continuous enhancement of the awareness of danger, major risks can be prevented and defused, and the quality of emergency management and work under various risk conditions can be further improved.

The theoretical basis should include the theory of cross-cultural communication, which is the basic theory of constructing the course.

- (1) Emergency management theory: Mainly involves the principles, methods and practices of emergency management, including emergency plan, emergency response, emergency resource scheduling, etc. This helps students to understand how to carry out effective cross-cultural communication in emergency situations.
- (2) Curriculum ideological and political theory: This part of the theory mainly deals with the basic principles and methods of ideological and political education, including patriotism, collectivism, socialist core values, etc. These theories can help students establish correct values and ethics in cross-cultural communication.

As far as the current intercultural communication teaching is concerned, the main goal of ideological and political teaching of emergency characteristic courses is to cultivate the correct ideas and concepts of the students under the conditions of emergencies and dangerous accidents using special emergency teaching contents and teaching methods, so that they can have enough knowledge and ability to deal with such situations. Specifically, its main teaching goals include the following:

- (1) To help students establish the correct idea of emergency;
- (2) To let students master sufficient emergency knowledge and emergency skills;
- (3) To cultivate students’ emergency practice ability;
- (4) To improve students’ emergency morality^[1-3].

Knowledge objectives should cover the basic theories and concepts of cross-cultural communication, the characteristics and differences of communicative behaviors in different cultural backgrounds, the application of basic principles and methods of emergency management in cross-cultural environments, and the role and significance of socialist core values in cross-cultural communication. Skill objectives should focus on the use of intercultural communication skills and strategies, the design and implementation of intercultural communication activities, the analysis and evaluation of obstacles and challenges in intercultural communication, and the use of critical thinking and creative thinking to deal with complex intercultural communication problems. Attitudinal objectives should include cultivating respect and understanding of different cultures, establishing correct values and ethics, developing self-awareness and self-reflection abilities, and enhancing national cultural self-confidence. Ideological and political goals should focus on deepening the understanding of socialist core values in combination with cross-cultural communication practices, improving the knowledge and understanding of socialism with Chinese characteristics and international affairs, and enhancing national consciousness, national pride, and cultural self-confidence. By setting specific behavior standards or performance indicators, the teaching objectives are ensured to be specific and measurable,

providing a basis for evaluating students' learning outcomes.

2.2. Present situation of ideological and political teaching of Emergency Characteristic Intercultural Communication course

At present, in the teaching of cross-cultural communication courses in many colleges and universities in China, although the ideological and political teaching of emergency characteristic courses has been carried out smoothly and obtained certain teaching results. But, as far as the actual situation is concerned, the ideological and political teaching of the course still has many shortcomings. First of all, in the teaching of intercultural communication, there are relatively few teaching contents of emergency characteristics, and students usually lack enough understanding of emergencies and how to deal with them. Secondly, the applied teaching methods and means are relatively simple, and students' enthusiasm and initiative cannot be effectively mobilized. Finally, in the ideological and political teaching of this course, many colleges and universities do not provide enough opportunities for students to practice, so students in emergency practice ability and innovative spirit cannot be well cultivated. Under such circumstances, the ideological and political teaching of emergency characteristic courses in cross-cultural communication teaching in many colleges and universities is just a formality, and cannot effectively cultivate students' relevant knowledge, ability and ideological quality.

3. Analysis of the main teaching paths of ideological and political teaching of emergency characteristic cross-cultural communication course

3.1. Reasonable development of teaching resources

In the process of implementing intercultural communication teaching in colleges and universities, to effectively improve the teaching quality of ideological and political education of emergency courses, a primary teaching path is to develop corresponding teaching resources reasonably. To achieve this goal, teachers can take the following measures:

- (1) Integrate the thought and politics of special emergency courses into the knowledge and technology teaching of intercultural communication major, and mobilize the enthusiasm of students through case analysis, group discussion and actual practice, and connect them with the knowledge and technology they have learned in class, to help students understand and master the corresponding emergency knowledge and skills.
- (2) The teaching resources of thought and politics of emergency characteristic courses should be reasonably introduced into the intercultural communication teaching platform, to further enrich the emergency education resources on the platform.
- (3) Integrate the ideological and political elements of such courses into the second-class activities of intercultural communication, attract students' attention and provide them with more practical opportunities through practical activities such as the establishment of emergency characteristic clubs and the construction of emergency characteristic culture on campus.

In this way, curriculum ideological and political teaching resources based on emergency characteristics can be reasonably developed, to enrich the ideological and political teaching activities of intercultural communication courses in colleges and universities, so that the ideological and political teaching of this course can be well carried out and more ideal teaching effects can be obtained.

3.2. Reasonable teaching design

For the ideological and political teaching of emergency courses in cross-cultural communication in colleges and universities, reasonable teaching design is also a main way to improve its teaching effect. Therefore, in specific teaching, teachers should first combine the actual situation of intercultural communication teaching and its teaching content, reasonably introduce the ideological and political elements of characteristic emergency courses into it, and attract students' attention and arouse their enthusiasm by introducing emergency cases, formulating emergency plans and discussing emergency measures. To make them more actively participate in the teaching activities designed by teachers, to enhance their learning awareness and attention to the ideological and political elements of the special emergency curriculum and the teaching design will be guided by the problems. In this process, teachers can raise some questions based on specific emergency teaching cases, guide students to study these problems through group discussion and encourage each group to communicate and evaluate. In this way, students can further improve their emergency response and emergency handling ability for emergencies and sudden accidents, to harvest good teaching results.

3.3. Implement teaching methods reasonably

In the ideological and political teaching activities of cross-cultural communication courses based on emergency characteristics, the reasonable implementation of teaching methods is also an important way of curriculum ideological and political teaching. To achieve this goal, teachers can adopt the following strategies to implement their teaching methods:

- (1) Introduce an emergency item into the intercultural communication teaching activities reasonably, and on this basis, create a tense and positive teaching situation for students.
- (2) Based on the differences between Chinese and foreign cultures and behaviors, students can be guided to formulate reasonable emergency response plans and emergency rescue measures according to the actual situation.
- (3) Students are encouraged to complete the actual emergency handling of special emergency project cases through simulation exercises, to cultivate their emergency handling ability and enable them to master more related knowledge and skills in the simulation operation.

In this way, the ideological and political education of characteristic emergency courses in intercultural communication teaching can be effectively implemented, and the teaching quality can be further improved to provide strong support for the cultivation of students' emergency knowledge, ability and comprehensive quality.

3.4. Reasonable construction of the evaluation system

In the process of implementing the ideological and political teaching of emergency characteristic courses for intercultural communication courses in colleges and universities, another important teaching path is to reasonably construct this teaching evaluation system. Based on this, in specific teaching, colleges and teachers must pay enough attention to this, and combine the actual situation, take the following measures to build a reasonable teaching evaluation system for it:

- (1) To evaluate the effect of ideological and political learning of emergency characteristic courses by students' usual performance in class, including students' interaction in class, performance when answering questions, and the implementation of emergency project processing plan design, planning and simulation.

- (2) To evaluate the effect of students' ideological and political learning of emergency characteristic courses through extra-curricular practice, including the ability to respond to emergencies, the ability to formulate and implement emergency plans, the ability to organize and coordinate emergency handling, and the ability to respond to and deal with various emergencies under emergency conditions.
- (3) To evaluate the effect of students' ideological and political learning of emergency characteristic courses through educational examinations, including relevant theoretical knowledge examination evaluation, technical level examination evaluation and comprehensive quality examination evaluation.
- (4) To summarize and analyze the evaluation results, combined with the overall evaluation results of students, to further improve and optimize the subsequent teaching content and teaching methods. At the same time, more targeted learning and development plans should be formulated for different students according to their different performances ^[4]. In this way, the evaluation of ideological and political teaching of this course can be more scientific, comprehensive and diversified to provide strong support for the improvement of the overall teaching quality.

4. Analysis of ideological and political teaching practice of Emergency Characteristic Cross-cultural Communication course

Practice teaching is a crucial strategy and method in the ideological and political teaching of Cross-Cultural Communication courses based on emergency characteristics. Therefore, teachers should cultivate students' ability of emergency handling and rescue through some typical practical activities based on the actual situation at home and abroad, to give full play to their learned knowledge and skills in practical activities.

For example, in the process of intercultural communication teaching in a certain university, teachers conducted practical teaching to students through the geological disaster emergency rescue practice. The rescue site is a ground collapse accident area where the university is located. The practical goals include search and rescue for the residents trapped under the collapsed buildings, providing them with rescue materials, helping them establish simple shelters, and providing them with psychological counseling. In the concrete implementation process, the school and teachers first led the students to complete the construction of the emergency rescue system according to the actual situation, including the formulation of a geological disaster emergency plan, the establishment of a monitoring and early warning system and the construction of rescue teams ^[5-10]. Then, the rescue team composed of students was organized and trained so that they could master the basic rescue knowledge, rescue methods and techniques. The students were led to make reasonable preparations and matching for the rescue materials. In the specific rescue practice process, the school and teachers first led the students to carry out a disaster assessment according to the actual situation, and then took the assessment results as the basis to formulate a reasonable rescue plan, and realize the reasonable investment of rescue forces and the good guarantee of rescue safety through on-site coordination and command. Especially for the students entering the scene for search and rescue, the school and teachers have formulated a very rigorous safety plan for them, and are equipped with enough safety facilities to ensure the safety of the rescue practice. With the help of various units, the school and teachers also led the students to help the disaster-affected residents establish simple houses, restore the power supply and network, and distribute the relief materials such as clothes, bedding, drinking water and food reasonably to the residents of the disaster-affected areas. At the same time, temporary medical service stations were established at the scene to provide medical treatment services for the injured and sick. In addition, many college students also used chatting,

literary activities and games to soothe the emotions of the disaster-hit residents and reduce their psychological burden. In the end, the special emergency practice activity went very smoothly and received unanimous praise and thanks from the residents of the disaster area ^[11–15].

5. Conclusion

To sum up, in the teaching of cross-cultural international communication, the rational implementation of ideological and political teaching of characteristic emergency courses is very important. Therefore, in the specific teaching, teachers must combine the situation of ideological and political teaching of this course, take effective ways to teach, and improve the teaching effect through practice. In this way, students' emergency knowledge, culture, technology, and ideology can be further cultivated, so that they can have enough characteristic emergency response ability and comprehensive literacy in any country and region, to provide strong support for their future study, work and development.

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