

The Inheritance and Value of Traditional Culture in Sino-Foreign Cooperative Education Projects Taking Wuhan Textile University's Sino-Japanese Cooperative Education as an Example

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ABSTRACT

Sino-foreign cooperative education is an open form of education that comprehensively improves the teaching quality and talent competitiveness of colleges and universities through international joint education. Sino-foreign cooperative education is not only a platform for promoting educational cooperation, but also a battlefield for the convergence and exchange of diverse cultures. In the collision of diverse cultures, it is necessary to maintain the dominant position of culture, scientifically and reasonably guide the thoughts and values of college students, and promote the establishment of cultural confidence. The Sino-Japanese Cooperative Education Program at Wuhan Textile University has always paid great attention to the practical significance and spiritual guidance of traditional culture in curriculum teaching. Traditional culture is taken as the main thread throughout the process of talent cultivation, arming students' minds with traditional culture and cultivating excellent professional talents with international vision and patriotism. This has certain reference significance and theoretical value for the teaching of Sino-foreign cooperative education in colleges and universities.

Keywords: Sino-foreign cooperative education, Cultural conflict, Traditional culture, Cultural confidence, Explicit and implicit education.

1. INTRODUCTION: THE CURRENT DEVELOPMENT STATUS OF SINO-FOREIGN COOPERATIVE EDUCATION

Sino-foreign cooperative education is a major measure in China's education sector to respond to the call of the national opening-up strategy of "going global" and "bringing in", and has become one of the important forms of higher education in China. Since the late 1980s and early 1990s, some colleges and universities in developed regions such as Beijing and Shanghai have begun to experiment with Sino-foreign cooperative education. According to the relevant data from the Ministry of Education's Sino-foreign cooperative education supervision information platform, as of November 2021, there are a total of 129 Sino-foreign cooperative education institutions at the undergraduate and above levels in China (excluding

those in mainland China, Hong Kong, Macao, and Taiwan region), and 925 Sino-foreign cooperative education projects at the undergraduate and above levels (excluding those in mainland China, Hong Kong, Macao, and Taiwan region). [1]

Sino-foreign cooperative education is a deep cooperation and exchange between excellent universities in China and internationally. Both parties share teaching experience, educational resources, jointly build high-quality courses, and establish excellent teachers, with the aim of improving the teaching level and talent cultivation quality of Chinese higher education institutions. Sino-foreign cooperative education is not only an important form of opening up education to the outside world and promoting educational development, but also a major platform for cultural exchange. The rich and diverse cultural ideas inevitably intersect and collide here, making Sino-foreign cooperative education a battlefield for

ideological confrontation. This is both an opportunity and a challenge for universities and teachers and students of Sino-foreign cooperative education. How to grasp the scale of education, integrate educational resources, maintain good teaching quality, adhere to cultural subjectivity, and build cultural confidence in Sino-foreign cooperative education is an important topic that needs to be considered and studied in China's current Sino-foreign cooperative education.

2. CULTURAL CONFLICTS IN SINO-FOREIGN COOPERATIVE EDUCATION

As a major deployment of China's education opening-up strategy and an important component of the internationalization of higher education, Sino-foreign cooperative education plays an irreplaceable role in promoting international cultural exchanges, showcasing Chinese education, and meeting diverse educational needs. Currently, colleges and universities are facing a more complex international political, economic, and social environment. In Sino-foreign cooperative education, people from different cultural backgrounds may have different choices and rankings of values, resulting in differences in values and affecting people's value rankings. [1] The different value orientations and cultural concepts between China and other countries have had varying degrees of impact on the value orientations of project teachers and students, especially on young students. This requires teaching staff to fully play their role as the main body in the process of running schools, and to fully draw on international advantageous educational resources in accordance with the principle of "serving me, taking me as the main", in order to cultivate socialist builders and successors with international vision and patriotism for China.

General Secretary Xi Jinping has pointed out, "Cultural confidence is a more fundamental, broader, and deeper confidence. Without the prosperity and flourishing of culture, the rejuvenation of the Chinese nation is difficult to achieve." President Xi also pointed out that "we must adhere to the central link of cultivating morality and educating people, and integrate ideological and political work throughout the entire process of education and teaching". Cultural identity, cultural confidence, and cultural dissemination, especially the inheritance and promotion of traditional culture, are very important components in fostering virtue. In Sino-foreign

cooperative education with obvious cultural conflicts, the phenomenon of neglect and indifference towards Chinese national culture, especially traditional culture, is quite evident due to cultural conflicts. The blind and excessive promotion of Western ideas and culture caused by learning advanced Western science and technology has a significant impact on the values of university students. [2] [3] Therefore, the study of current culture, especially the inheritance of traditional culture, is very important for shaping the values of college students and cultivating cultural confidence among young people in China. This is also a problem that many Sino-foreign cooperative schools attach great importance to and urgently need to solve. On the important platform of multicultural coexistence and exchange, there is a must to attach importance to traditional culture and learn and spread it through cooperative education. This is an effective measure to maintain the cultural subject of China and establish cultural confidence. It is necessary to take detailed measures and various ways to integrate it into the talent cultivation and curriculum teaching of cooperative education, so as to accelerate the promotion of young people's recognition and cultural confidence in traditional culture in colleges and universities, and cultivate correct values, outlook on life, and worldview.

3. MEASURES TO ADDRESS CULTURAL CONFLICTS IN SINO-JAPANESE COOPERATIVE EDUCATION PROJECTS

In the long history of China, traditional culture has nurtured generations of new generations of the nation, laid a profound cultural foundation for the strength and great rejuvenation of the nation, and become the spiritual backbone of the Chinese nation. The inheritance and promotion of traditional culture is necessary and indispensable in any era, especially for higher education. Sino-foreign cooperative education has created a broader international platform for collaborative education, with higher requirements for teaching quality and talent cultivation. To cultivate talents with national cultural confidence, outstanding professional skills, excellent knowledge and abilities, and a broad international perspective, it is necessary to highlight the important position of traditional culture in Sino-foreign cooperative education. The Sino Japanese cooperative education project at Wuhan Textile University has emerged based on the above policies and backgrounds.

The clothing and apparel design major of Wuhan Textile University, a Sino-Japanese cooperative education, is a distinctive and branded major of the university, and is a national first-class professional construction point. The Japan Bunka Gakuen University is highly renowned in Asia and even globally, with high praise for its talent cultivation in clothing and fashion design. However, due to the vastly different cultural backgrounds of the cooperating universities between China and Japan, there are also differences in values between teachers and students. Cultural conflicts and differences in values are inevitable in the process of running schools and teaching courses. In this multicultural environment, it is necessary to pay attention to the education and guidance of students' ideology, values, cultural identity, and other aspects when learning.

3.1 Traditional Culture Promoting the Construction of Patriotism in Talent Cultivation Programs

The traditional talent cultivation program overly focuses on the cultivation of professional knowledge and skills, innovative thinking ability and other ability goals, and does not attach enough importance to cultural guidance and value cultivation, resulting in some young students deviating from their value orientation and cultural thinking, and even falling into misunderstandings, unable to cultivate professional talents that truly meet the needs of building socialism with Chinese characteristics. [4]

After years of practice and multiple consultations and discussions between the two parties, the Sino-Japanese cooperative education project has developed educational experiences that not only meet the requirements of Sino-foreign cooperative education, but also reflect Chinese characteristics. Throughout the entire process of education, it adheres to the dominant position of Chinese culture and integrates traditional cultural education. The integration of traditional culture has promoted the construction of talent training programs, highlighting the construction of patriotism and cultural confidence in national ideological and political education. The integration of traditional culture into talent training programs is mainly reflected in two aspects: training objectives and graduation requirements.

3.1.1 Construction of Training Objectives

Combining the requirements of ideological and political education in the curriculum and integrating traditional culture into education, it is necessary to infuse traditional culture into talent cultivation according to local conditions. Firstly, in the training objectives, traditional cultural requirements for talent cultivation should be incorporated, with a focus on cultivating students' character and guiding their thinking. The project introduces advanced teaching concepts and curriculum systems from Japan through Sino-Japanese cooperation in education, integrates the advantages of educational resources from both China and Japan, and establishes the cultivation of composite applied innovative talents with "humanistic feelings, solid foundation, practical ability, scientific thinking, and international perspective" who have coordinated development of "knowledge, ability, and character". In the training objectives, teachers should not only focus on the learning of professional knowledge and the cultivation of practical abilities, but also prioritize humanistic heritage and patriotism. Teachers should also adhere to the training objectives of "putting students first and moral education first", and insist on the leading role of traditional culture in talent cultivation in ideological and political education. [5] [6] After the development and implementation of a new training program, the project has achieved significant results in talent cultivation. After completing four years of training and learning, students can actively and spontaneously become inheritors and disseminators of traditional culture. Multiple activities and programs related to traditional culture have been held, fully demonstrating students' patriotism. At the same time, graduates trained through Sino-Japanese cooperative education actively integrate traditional culture into their design works, endowing traditional culture with new vitality and characteristics of the times. They have won numerous science and technology innovation awards in China International College Fashion Week and numerous awards in Chinese and international fashion competitions.

3.1.2 Setting of Graduation Requirements

Graduation requirements are formulated based on training objectives. With clear training objectives, it is necessary to reflect them in a targeted manner, especially in terms of character cultivation and cultural heritage. In the graduation requirements, teachers have set corresponding

requirements based on the specific situation of cooperative education, mainly to cultivate students' scientific worldview and positive outlook on life. Students should have good humanistic literacy and cultural heritage, rooted cultural confidence in their hearts, have the abilities to inherit and carry forward excellent traditional Chinese culture, possess strong cultural confidence, and consciously practice socialist core values. [7]

By revising the training objectives and graduation requirements in the talent cultivation plan, the ideological and political construction, traditional culture learning, and professional courses of Sino-Japanese cooperative education talent cultivation can be closely linked, highlighting the characteristics of the school and meeting the national requirements for Sino-foreign cooperative education in higher education, achieving the unity of individuality and commonality. By effectively aligning the training objectives with graduation requirements, it is necessary to introduce traditional cultural educational concepts, strengthen students' socialist ideals and beliefs, establishing cultural confidence, ensuring the implementation of ideological and political education in Sino-Japanese cooperative education, and the cultivation of students' patriotism.

3.2 Traditional Culture Has Improved the Ideological and Political Construction of Professional Courses

In the curriculum construction of Sino-Japanese cooperative education, it is a must to always adhere to the integration of traditional culture and fully explore the cultural connotations and ideological and political elements of each course. Of course, the combination of professional courses and traditional culture cannot be blindly applied, nor can it be limited to formality. To achieve ideological and political education, it is necessary to integrate the essence of culture and national spirit unconsciously.

General Secretary Xi Jinping has emphasized that cultivating talents through moral education should be the fundamental criterion for testing the cultivation of talents in higher education, truly achieving the goal of cultivating cultural and moral talents. The excellent traditional culture in China contains countless wisdom and philosophy, and the "great virtue" in traditional culture has important practical significance and scientific spirit, which is worthy of in-depth exploration and development by university teachers. [1] Based on the characteristics

of the fashion and apparel design major, while fully considering traditional culture and the knowledge composition of the curriculum, combined with the requirements of professional talent cultivation in the new era, the curriculum has been sorted, analyzed, integrated and optimized. The scientific and reasonable curriculum design fully reflects the ideological and political elements of traditional culture, including cultural connotations, national spirit, era characteristics, and patriotism, contained in different courses.

Traditional culture not only needs to be integrated into the curriculum according to the characteristics of each course, but also needs to be classified and targeted according to the type of course. General Secretary Xi Jinping has pointed out at a symposium for ideological and political theory teachers in schools that ideological and political education should adhere to the unity of explicit and implicit education. This refers to the combination of explicit ideological and political courses, implicit ideological and political courses, and teaching courses. [8] Similarly, the integration of traditional culture also requires the unity of explicit and implicit aspects. Only by maintaining both explicit and implicit aspects can teachers achieve the comprehensive integration of traditional culture and the full process of ideological and political education for students.

3.2.1 The Explicit Integration of Traditional Culture into Curriculum Teaching Practice

Explicit integration refers to the direct inclusion of courses about traditional culture in teaching planning, which means that through the teaching of traditional culture courses, the characteristics and essence of Chinese traditional culture can be intuitively conveyed to students, enabling them to have a more positive understanding of excellent ethnic culture and traditional clothing. For example, courses such as "Experience of Traditional Clothing Cheongsam" and "Wind Collection Research" can be set up.

"Experience of Traditional Clothing Cheongsam" is a professional characteristic course jointly offered by China and Japan, which focuses on the traditional handmade production of Chinese traditional clothing - cheongsam. The course starts directly from traditional clothing culture and techniques, which belongs to explicit integration. The course details the cultural connotations, styling features, and craftsmanship techniques of

traditional handmade cheongsams. The course specifically hires traditional cheongsam making teachers to teach students hands-on skills such as plate making, material selection, fabric cutting, sizing, hand needle sewing, and buckle making. The establishment of the handmade cheongsam course has enhanced students' understanding and love for traditional Chinese clothing, allowing them to deeply appreciate the essence of Chinese traditional clothing craftsmanship. Students have personally put on their own cheongsams and experienced the cultural charm and charm of cheongsams. The presentation of the traditional cheongsam course has been well received by all the teachers and students of the school. Special publicity and introduction have been made on the school's WeChat official account, and the course has achieved remarkable results.

"Sampling Survey" is a practical course that organizes students to experience Chinese folk culture and feel the beauty of the motherland's rivers and mountains. This course takes students on field research and off campus practice to experience the culture and customs of different regions, understand the traditional culture and folk skills of the motherland, cultivate students' ability to observe and think diligently, and train them to obtain valuable materials through selection, extraction, and summarization in the process of learning, laying the foundation for innovative design of professional courses in the later stage. The locations for the sampling course are mainly representative areas with cultural relics and scenic buildings, such as Beijing, Suzhou, Gansu, Yunnan, Guizhou, etc., and some red cultural areas, such as Jiangxi, Shaanxi, Hunan, etc., can also be selected. Through field research, students can experience the profoundness of national culture up close, experience different folk arts, touch the pulse of the Red Revolution, and inspire young students to strive for the rejuvenation of the Chinese nation. This course embodies the dual education of explicit and implicit in the practical learning process, achieving the ideological and political effect of "teaching without words, achieving results intangibly".

3.2.2 *The Practice of Implicit Integration of Traditional Culture in Curriculum Teaching*

Implicit integration refers to the selective incorporation of traditional cultural content into curriculum teaching based on the characteristics of

the course. Through the incorporation of professional knowledge, traditional culture is indirectly transmitted to students in a subtle and subtle manner, providing ideological and political education and cultural learning. Students can absorb and digest traditional culture while completing professional courses, achieving multiple benefits at once, such as incorporating traditional clothing techniques into the course of "Clothing Structure and Technology".

"Clothing Structure and Technology" is a core course of Sino-Japanese cooperative education, which integrates the characteristic teaching modes and high-quality teaching resources of both schools, and is jointly taught by Chinese and Japanese teachers. The course revolves around fashion trends and the clothing market, combined with aesthetics and personal body shape, with clothing structure design as the core, teaching different principles of clothing structure modeling and sewing techniques. The teachers of this course have reached a consensus on unified lesson preparation, and in the module of teaching modern clothing structure and styling, they have incorporated traditional Chinese clothing structure and styling techniques. Based on mastering modern clothing styling, students have learned representative traditional clothing structures and crafts in China, encouraging them to incorporate innovative practices of traditional clothing structure characteristics into structural styling, which is an implicit integration. Through the integration of traditional culture, it helps students establish cultural confidence in traditional clothing, broaden their understanding of traditional culture, enrich their methods of structural design innovation, and stimulate their interest and love for traditional clothing. The carefully designed clothing structure and sewn clothing works of the students have received rave reviews in the dynamic course exhibition, and have also been reported by multiple media outlets such as People's Daily, China Youth Daily, Hubei Daily, China News Service, Wuhan Education Television, and Chutian Golden Daily.

4. CONCLUSION

The talent cultivation of Sino-Japanese cooperative education has not only borrowed advanced educational concepts and models from Japan, improved teaching standards, broadened students' international perspectives, adhered to the combination of traditional culture and education, promoted China's excellent traditional culture, and undertaken the responsibility and mission of

inheriting and promoting traditional culture. [9] At the same time, keeping pace with the times and adapting to local conditions, combining ideological and political education with cooperative education, adhering to the original intention of education, the core of education, and loyalty to the country and the nation, has achieved good results in ideological and political education.

Sino-foreign cooperative education must adhere to the principle of "taking its strengths and using them for our own benefit". Teachers from both sides of the cooperation should collaborate in teaching, cooperate with each other, and carefully develop training and teaching plans. Different colleges and universities can realistically integrate traditional cultural education into their teaching process according to the needs of the school, discipline, major, and talent cultivation. With traditional culture as the main line, they can combine explicit and implicit education, knowledge learning and value guidance, strengthen cultural confidence, vigorously promote and propagate excellent traditional culture, attach importance to the important role of traditional culture in talent cultivation, promote the construction of more Sino-foreign cooperative education projects with Chinese characteristics and demonstration leading role, and ensure the healthy, rapid, and sustainable development of Sino-foreign cooperative education in the new era.

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