

# Research on the Mechanism of Preventing and Resolving Ideological Risks in Universities under the Background of Sino Foreign Cooperation

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**Abstract:** *Universities bear the important responsibility and mission of educating people for the Party and the country, and are the forefront of ideological and political education and ideological work in universities. In the context of Sino foreign cooperative education, the ideological and political education and ideological work in universities are facing new challenges and risks. Therefore, universities with such backgrounds should effectively strengthen their awareness of preventing and resolving ideological risks, strengthen the construction of risk prevention and resolution mechanisms in the ideological field to ensure campus harmony and stability.*

**Keywords:** Ideology; Risk; Investigation and warning; mechanism.

## 1. INTRODUCTION

With the continuous improvement of China's international status and the enhancement of its international influence, communication and cooperation between China and European and American countries in the field of education are becoming increasingly frequent. In the process of communication and cooperation, we introduce high-quality educational resources from abroad, learn from the experience of the West in professional teaching, curriculum design, and other aspects. On the one hand, it enhances the comprehensive educational strength and international influence, and on the other hand, it also brings certain ideological risks. How to enable students of Sino foreign cooperative colleges to cultivate an international perspective and receive international education while firmly establishing their faith in Marxism, socialism, and communism has become an increasingly urgent issue. CPC's ideological and political work innovation under the background of Marxism sinicization is the development lifeline of ideological and political work in the new era. Strengthening the ideological and political work innovation is closely related to CPC and the country's ideological work and the country's ideological cohesion.

## 2. THE MAIN IDEOLOGICAL RISKS FACED BY UNIVERSITIES IN THE CONTEXT OF SINO FOREIGN COOPERATIVE EDUCATION

With the continuous enhancement of China's comprehensive national strength and the continuous improvement of its international status, Western forces have adopted various methods to encircle and intercept China in various fields. Among them, the ideological field is related to the future and destiny of the country and the nation, as well as the success or failure of the socialist cause. It is a key penetration of the West and also an area that we need to focus on preventing. The ideological risks faced by universities in the context of Sino foreign cooperative education mainly include the following aspects:

(1) The infiltration of Western ideology has undergone changes. Nowadays, Western cultural products such as movies, television, music, and variety shows are becoming powerful disseminators of Western ideology. Cultural products such as movies and TV dramas are vigorously promoting Western values, causing people to unconsciously identify with Western culture, mainstream values, and ways of life; In another

On the one hand, since the era of the Industrial Revolution, Western industry has undergone hundreds of years of development, accumulating a large amount of advanced technology and creating countless technological barriers. While Western countries widely use technological barriers to exploit developing countries, they also use them to infiltrate Western capitalist ideology, causing many people who do not know the truth to mistakenly believe that everything in the West is advanced, Attributing the achievements of Western technological development to Western ideology, while ignoring objective factors such as time and history.

(2) The concealment of ideological risks in the era of big data has increased. At present, with the rapid development of WeChat, Tiktok, QQ and other network platforms, the young generation often obtains massive and fragmentation information on various network platforms. Through these short videos and hundreds of words of tweets, they can know and understand the world. Due to the wide openness, diversity and concealment of network platforms, some of them promote money worship Liberalism and other corrupt ideas and speech are easily mixed in this massive amount of online platform information, silently instilling in our younger generation.

(3) There are certain ideological risks in the teaching process of foreign teachers. Sino foreign cooperative colleges generally offer courses for foreign teachers, who have the closest and most frequent contact with Chinese students

The complex group of foreigners, due to differences in cultural background, living environment, and upbringing experiences, may unconsciously infiltrate Western ideology in daily communication with students and classroom teaching processes.

### **2.1 Overcoming Psychological Barriers**

On one hand, beginners are supposed to be confident with themselves. For foreign language learners, especially beginners, the establishment of confidence is of great importance. Based on the affective filter hypothesis by Krashen, it holds that low self-confidence is not conducive to comprehensible input into the second language acquisition and may affect the efficiency of foreign language learning. (quoted from Zhang qingzong, 2011). Therefore, beginners should dare to speak more, and communicate with others through using foreign language to help them build up their confidence. Only when beginners are confident and comfortable to speak, will they low their communication anxiety.

On the other hand, beginners should allow themselves to make mistakes. The most important thing in communication is fluency. There is no need to correct every mistake in communication, so the teacher can let some trivial mistakes go. Actually, making mistakes is not the key to making beginners feel anxious, but the reactions of teachers and peer learners after making mistakes. It's better for teachers to give positive and encouraging feedback to defuse beginners' embarrassment. At the same time, the teacher should also pay attention to the way of correction, using indirect corrections instead of direct. 1.1.2.

### **2.2 Developing Language Ability**

The fundamental cause of beginners' communication anxiety is low language ability. The key to reducing beginners' communication anxiety is to help them improve foreign language ability, especially speaking ability.

First of all, beginners can enlarge their vocabularies. Reading is a fast way to help beginners enlarge their vocabularies. As for beginners, they can select some books that they are interested to read, such as fairy tales, fables, picture books and etc. In this way, beginners can accumulate a large vocabulary so that they can know how to express in communication.

What's more, improving listening ability is also inevitable to reduce communication anxiety. Last but not the least, practicing pronunciation should be attached great importance. Imitation is the best way for foreign language beginners to practice their pronunciation.

## **3. SECURITY RISKS IN THE CURRENT IDEOLOGICAL RISK PREVENTION AND CONTROL MECHANISM IN UNIVERSITIES**

(1) Political discrimination is not strong, and there is a problem of inconsistent knowledge and action. The mainstream ideological identity in Chinese society mainly refers to the identification and acceptance of socialist ideology guided by Marxism. Although the majority of teachers and students in schools generally agree with socialist mainstream ideology, due to insufficient ideological and theoretical depth, they are not good at thinking and understanding problems from a political perspective when facing sensitive topics, public opinion hotspots, and hot events, It is easy to unconsciously generate ideas that are not in line with mainstream ideology and make statements that are not in line with mainstream ideology.

(2) The effectiveness of the ideological risk investigation mechanism is insufficient. The current investigation of ideological risks in universities generally involves theoretical learning, propaganda platforms, lecture forums, online spaces, and other content. The coverage of the investigation is wide, and the investigation procedures are also relatively standardized. However, most colleges mainly carry out specific investigation work by filling out risk investigation forms, writing investigation reports, and other methods. The investigation work is easily influenced by human subjective factors, and sometimes cannot truly reflect the problem.

(3) The difficulty of identifying the risks of online ideology has increased. Although the vast majority of universities nowadays have relatively sound mechanisms for managing online ideology, the penetration rate of the internet into various aspects of the lives of university teachers and students is also accelerating. In addition, various new media platforms are flourishing, gradually becoming the main carrier of information dissemination and an amplifier of social public opinion, which brings greater difficulty to the investigation and control of online ideological risks. Strategies for Improving the Current Mechanism of Ideological Risk Investigation and Prevention in Universities. In response to the current situation of preventing and resolving ideological risks in universities, this article focuses on enhancing the effectiveness of preventing and resolving ideological risks in universities from aspects such as organizational leadership, theoretical learning, institutional construction, mechanism improvement, and method innovation.

## **4. THE FOLLOWING COUNTERMEASURES ARE PROPOSED:**

(1) Strengthen organizational leadership and strengthen the implementation of main responsibilities. In terms of implementing

the main responsibility, we will fully implement the main responsibility of the Party committee (Party branch), the first responsibility of the Party secretary (Party branch head), the direct responsibility of the responsible leaders, and the responsibility of the members of the leadership team

The principle of "dual responsibilities for one position" ensures that important tasks are personally deployed, important issues are personally addressed, and major events are personally handled. We actively play the core role of grassroots party and youth organizations, enhance the implementation of grassroots ideological work, smooth information feedback channels between superiors and subordinates, and establish a sound ideological work subject responsibility system that is interconnected and effectively executed. In terms of organizational leadership at the student union and class level, it is necessary to further explore the awareness of self-management organization among college students. The role of risk monitoring and publicity guidance in ideological work enhances the initiative and sensitivity of student cadres in ideological work.

(2) Enhance the leading and inspiring power of ideological and political theory learning. In response to the current situation where political theory learning is outdated and lacks attractiveness, universities should innovate their theoretical learning methods and increase. Strengthen the attraction and charisma of theoretical learning, strengthen the integration of theoretical learning with new media platforms such as WeChat and Tiktok, and expand the forms of students' theoretical learning; Strengthen the integration of theoretical learning and social practice, so that students can deepen their understanding of socialism with Chinese characteristics in social practice; Strengthen the combination of theoretical learning and professional courses, so that students can become socialist successors who are both red and professional, and possess both moral and talent; Strengthen the combination of theoretical learning and current affairs, educate and guide students to be good at using the latest theoretical achievements of Marxism Sinicization to view and think about current social problems.

(4) Strengthen the construction of ideological work teams. The key to doing ideological work well lies in people. With the deepening of ideological work, many universities are facing problems such as a lack of talent, weak professional teams, and inadequate work. In response to this problem, universities should first strengthen the education and training of ideological work teams, and carry out special lectures on ideological work. Encourage teachers to actively carry out personal self-learning through platforms such as learning to strengthen the country and online classrooms, and improve the level of ideological work teams through training classes; The second is to improve the construction of a three-level linkage ideological work team system among schools, colleges, and classes, innovate the working mechanism of ideological liaison officers, optimize work processes, and improve work efficiency; The third is to explore a group of talents who are good at using new media and the internet to carry out ideological work, seize important nodes, publish important tweets and comments on the internet around hot events, carry out positive public opinion guidance, and increase positive publicity efforts.

(4) Improve the mechanism for identifying and monitoring ideological risks. Based on the actual situation of the college, we will focus on improving four working mechanisms: the first is the ideological risk investigation mechanism. Further refine the investigation content, clarify work standards, make work standards more operable and executable, grasp key process links and important time nodes to carry out key investigations,

Be proactive and take preventive measures; The second is the coordination and linkage mechanism for ideological work, which strengthens the training of ideological work ability for student cadres, improves their ability to do ideological work, propaganda work, and risk monitoring, and is good at understanding things from the smallest to discover problems in a timely manner and intervene; The third is the emergency response mechanism, which is to develop an emergency response plan for ideological emergencies, clarify the division of responsibilities, handling processes, and work requirements, so that emergency response work has rules and regulations to follow; The fourth is the self inspection and supervision mechanism, which combines self inspection with supervision, regular inspection with random sampling, reduces work loopholes, and strengthens supervision of various links. For the negative transfer errors at the textual level, students should consciously increase the input and output of English language so as to cultivate their own sense of English language. Only a large amount of language input can ensure sufficient language output. Students should choose some excellent literary works, famous aphorisms and idioms to recite in the process of English learning, and learn to imitate foreign authors in the process of input so as to promote the development of English thinking [5]. And students should strengthen the contrastive study of the differences between English and Chinese in order to correctly analyze the misunderstandings and conflicts between cultures and improve their intercultural communicative competence. When learning English, they need to integrate themselves into the specific language scene and strive to create a language communication environment. Students can improve their English writing ability by strengthening their oral English. They can grasp English pragmatic habits and expressions in the process of oral communication, so as to form a certain language system and help their English writing effectively.

## 5. TEACHING METHODS

According to the specific situation of college English teachers' writing teaching, the author thinks that the following teaching suggestions can be adopted.

Teachers should pay attention to the differences between English and Chinese and pay attention to the contrastive training of the differences between the two languages. By comparing Chinese grammar with English grammar, students can clearly understand the similarities and differences between the two grammars [6]. For example, in the teaching of English writing, teachers can train students' ability and awareness of language differences in a variety of ways, and appropriate training can be added to the appreciation of English and Chinese sentences. Teachers should analyze the causes of errors with high frequency, summarize and correct them in time, so as to make students improve their English writing skills in the process of trial and error.

The combination of a variety of writing teaching strategies should be adopted to strengthen students' writing training. The construction of mind map can stimulate students' writing ideas and enhance the logic of the article [7]. The author believes that teachers can adopt flexible teaching models, such as allowing students and students to correct each others compositions, finding out each others mistakes and carrying out interesting activities such as brainstorming. In words, teachers should combine a variety of writing teaching strategies to carry out English writing teaching activities.

Teachers should create a good English language learning environment for students and cultivate students' sense of English language. Due to the limitations of conditions, students are unable to acquire English in a real environment in English teaching in China [8]. Therefore, the author believes that teachers can use multimedia, Internet and other ways to broaden students' vision of English learning and enhance students' interest in English learning. Teachers can use a variety of media, such as English songs, English magazines, English movies, English documentaries and other media to enable students to accumulate some authentic expressions and learn to use them in the process of learning English so as to further cultivate their sense of English. In class, teachers should stimulate students' motivation to learn English, cultivate their interest in learning, encourage them to speak boldly, and do not be afraid of making all kinds of mistakes. For example, it can enable students to discuss, ask questions, have impromptu question-and-answer conversations under the guidance of communicative goals, let them express their own opinions freely, and properly express their real ideas to cultivate their English thinking ability. In the process of teaching, teachers should pay attention to grammar teaching, the cultivation of students' language ability and contrastive research ability. In teaching, teachers should pay attention to the construction of students' grammar system, be able to make more derivatives on the basis of students' learning basic English grammar, and imperceptibly help them master grammar. For example, strengthen vocabulary memory, sentence-making training and so on. Teachers ought to combine grammar with pragmatics to help students set up a corpus. For example, English expressions of salutation greetings, pleasantries, requests, suggestions and idioms. Let students gradually establish their own corpus in the process of mastering real English corpus, so that improve their English pragmatic competence. The learning method of contrastive study is one of the indispensable methods in English learning. Contrastive training between English and Chinese can help students clearly understand the differences between them, correctly analyze the characteristics of English language, and have a deeper understanding of English language rules. It is suggested that teachers can assign the homework of relevant contrastive training after class and arrange the teaching of the relevant weak parts in the class through the feedback of the students. Findings and results revealed that reconstruction activities were effective for teaching English language at intermediate level [9]. Hence, authors recommended the use of reconstruction activities for teaching English writing skills.

And they are supposed to teach basic English writing skills and strategies to students. In teaching, teachers should teach students basic composition revision, evaluation strategies, as well as basic sentence-making skills, so that students can find mistakes in time in the process of writing. In addition, enabling students to master effective memory methods can help them achieve twice the result with half the effort in the process of accumulating composition materials. Shadowing practice method is a new type of memorizing method, and the language input of students can be further strengthened [10]. Therefore, Shadowing practice can be added to daily English teaching. In the actual writing teaching, teachers should increase the proportion of writing skills teaching in the class, through practical examples to make students understand how to write a good English composition and reduce the mother tongue negative transfer errors in writing at the same time. It is suggested that teachers should discuss with students when teaching writing skills, and make some better writing skills and writing plans for students according to their English learning situation. To sum up, teachers should start from students, combined with their common mother tongue negative transfer errors, flexibly change English writing teaching strategies to adapt to students' English learning, so as to further improve their English writing ability.

## 6. CONCLUSION

Through questionnaire survey and result analysis, this paper finds out the actual influence of negative transfer of mother tongue on college students' English writing. According to the results, the negative transfer of mother tongue has different influence on college students' English writing, which is mainly related to the students' English proficiency and teachers' teaching methods. Teachers and students can not ignore the negative impact of negative transfer of mother tongue. In terms of English writing, students are influenced by their mother tongue thinking for a long time, which will lead to a poor sense of English language and poor quality of English composition.

For students, there are a large number of Chinglish, English grammatical errors, syntactic errors, text logic problems and so on in the process of writing. In short, once they are used to making such errors, it will not be conducive to the further improvement of their English writing level. In this regard, in view of a series of problems of negative transfer of mother tongue, the author also puts forward corresponding suggestions to students and teachers according to different situations. Besides, they should first

learn and use English vocabulary flexibly, and then carry out systematic grammar learning on this basis. Therefore, students have to increase the input and output of English in the learning process, and consciously cultivate the sense of English language. In terms of group of teachers, they should pay attention to the contrastive teaching of the differences between Chinese and English, and then they should use a variety of English writing teaching strategies to teach writing methods in an all-round way. Last but not least, they should actively create a good English language learning environment for students. It is hoped that through this study, more college students and English teachers can find suitable English writing methods and teaching methods, so as to further improve the English writing level of college students.

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