

Analysis of the Innovative Mode of Cooperative Education of Ideological and Political Education and Professional Education -- Taking Sino-foreign Cooperation in Polytechnic University as an Example

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Abstract

Sino-foreign cooperation in Polytechnic University is one of the important forms of internationalization of higher education in the new era. However, under the mode of Sino-foreign cooperation, the collaborative education of ideological and political education and professional education in Colleges and universities is facing some difficulties. This paper makes an in-depth analysis of these dilemmas and explores the dialectical relationship between ideological and political education and digital transformation. Secondly, it puts forward the problem that the Sino-foreign cooperative curriculum system attaches little importance to ideological and political education, and discusses the conservative abstraction of the teaching mode of Sino-foreign cooperative ideological and political theory course. Finally, it points out the challenge that the Party and Youth League organization of college students majoring in Sino-foreign cooperation is not fully developed. In order to solve these problems, this paper puts forward the path of ideological and political education suitable for Sino-foreign cooperative education mode in polytechnic universities. Specifically, it includes the teaching mode of digital enabling ideological and political education courses, the construction of campus culture of ideological and political education in Sino-foreign cooperation, the cultivation path of "Teachers' Morality" in Sino-foreign cooperation and the reform of ideological and political education mode. Through the exploration and implementation of these paths, we can enhance the effectiveness of ideological and political education and cultivate high-quality talents with all-round development of morality, intelligence, physical fitness, beauty and labor. This paper makes an in-depth analysis of the innovative mode of ideological and political education and professional education in the perspective of Sino-foreign cooperation in polytechnic universities, which is of great significance to promote high-quality development.

Keywords

Polytechnic University; Sino-foreign Cooperation; Ideological and Political Education; Professional Education.

1. Introduction

Sino-foreign cooperation is one of the important contents and forms of internationalization of higher education in the new era. In recent years, Sino-foreign cooperative education projects in polytechnic universities have developed rapidly, among which the most valuable project is the academic education project. The project is, students must be admitted through the unified entrance examination and obtain the diploma issued by Chinese and foreign institutions after graduation [1].

Although the major of Sino-foreign cooperation has the advantages of improving students' foreign language ability, expanding students' international vision and integrating with foreign higher education system, the students' overall cognition of socialist core values is not complete, vague and superficial, and there are problems of lack of cognition and understanding. Some students are indifferent to political consciousness, their pursuit of values is biased towards personal interests, their sense of social responsibility and overall situation is weak, and they are unable to distinguish the advantages and disadvantages of Western values, so they need to accept the guidance of correct values and outlook on life. The 18th National Congress of the Communist Party of China, standing at the strategic height of national prosperity, national rejuvenation and educational development, has repeatedly made important expositions on the task of moral education, which has laid a solid foundation for the realization of the fundamental purpose and purpose of ideological and political education in Sino-foreign cooperation in polytechnic universities. For the first time, the 20th National Congress of the Communist Party of China has made a "Trinity" overall deployment of education, science and technology, and talents, highlighting the key role of education, science and technology, and talents in promoting Chinese-style modernization and realizing the great rejuvenation of the Chinese nation. As the intersection of education, science and technology and talents, college students will go hand in hand with the development of the country, and will become the leading talents to lead the future development of the industry. Therefore, polytechnic universities should be guided by important exposition on education, based on the overall deployment of the "Trinity" of the 20th National Congress of the Communist Party of China, fully implement the fundamental task of "moral education", and effectively enhance the effectiveness of ideological and political education for college students under the mode of Sino-foreign cooperation [2].

2. Overview of Sino-foreign Cooperation in Polytechnic Universities

Since the rise of Sino-foreign cooperation in China in the 1980s, after a long period of development, the model has covered all stages and types of education, especially in the field of higher education. As an important part of higher education in China, Sino-foreign cooperation has made remarkable achievements after decades of development.

At present, Sino-foreign cooperation is concentrated in the eastern coastal areas and large and medium-sized cities in China with developed economy and frequent cultural exchanges. Taking Jiangsu Province as an example, the province has cooperated with educational institutions in more than 20 countries and regions to launch nearly 500 Sino-foreign cooperative projects, of which the number in polytechnic universities accounts for a large proportion.

Sino-foreign cooperation in Polytechnic University mainly adopts two modes: "3 + 0" and "2 + 1". The "3 + 0" mode means that students study in Chinese polytechnic universities for three years, foreign colleges send teachers to undertake part of the course teaching, and meet the credit requirements, students can obtain the diploma of both institutions after graduation. The "2 + 1" mode means that students study in Chinese polytechnic universities for two years, and after completing the required credits, they have the opportunity to go to foreign institutions to continue their studies for one year, and obtain the diploma issued by both institutions [3]. The two models provide students with the opportunity to obtain domestic and foreign educational resources at the same time, cultivate their international vision and cross-cultural communication ability, and improve their employment competitiveness.

3. Content Selection of Ideological and Political Education in Sino-foreign Cooperation in Polytechnic Universities

3.1. Analysis of the Ideological and Political Education of Students in Sino-foreign Cooperation in Polytechnic Universities

Under the mode of Sino-foreign cooperation in polytechnic universities, students' ideological and political education has certain characteristics. First of all, students are exposed to knowledge and ideas from different countries and regions, and have a certain international perspective and cross-cultural background. Due to the differences in different cultural backgrounds, there are differences in their understanding and recognition of China's socialist core values. Secondly, students of Sino-foreign cooperation may not have a comprehensive and in-depth understanding of ideological and political education, pay more attention to the cultivation of professional skills, lack of understanding of the significance and value of ideological and political education, and are prone to neglect ideological and political education [4]. In addition, the learning tasks of Sino-foreign cooperative education students are relatively heavy, and they need to adapt to different learning environments and teaching methods, which puts forward higher requirements for time management and learning ability.

3.2. Strengthen the Education on Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era for students of Sino-foreign Cooperation in Polytechnic Universities

Under the mode of Sino-foreign cooperation in polytechnic universities, it is one of the important contents of ideological and political education to strengthen the Education on Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is the summary and sublimation of the long-term practical experience of the Communist Party of China and the Chinese people, which has distinct characteristics of the times and Chinese characteristics, and has important guiding significance for cultivating students' correct values, world outlook and outlook on life.

Strengthening the study of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era will help students to deeply understand the great significance and historical mission of the cause of socialism with Chinese characteristics, understand the scientific judgment and deployment of the cause of socialism with Chinese characteristics by the Communist Party of China, and realize the Chinese dream of the great rejuvenation of the Chinese nation in order to build up confidence in the road of socialism with Chinese characteristics and hope for China's future [5].

3.3. Strengthen the Education of Socialist Core Values for Students of Sino-foreign Cooperation in Polytechnic Universities

Under the mode of Sino-foreign cooperation in polytechnic universities, it is very important to strengthen the education of college students' socialist core values. Socialist core values are an important part of the socialist system with Chinese characteristics, which is of great significance for cultivating students' correct moral values, values and codes of conduct. Strengthen the education of socialist core values, guide students to establish correct value orientation, cultivate positive and socially responsible civic awareness, help them establish correct outlook on life and values, and promote the formation of students' socialist consciousness and socialist behavior habits.

3.4. Strengthen the Patriotic Education of Students in Sino-foreign Cooperative Education in Polytechnic Universities, and Establish a Healthy Outlook on Life and Values

It is of great significance to strengthen students' patriotism education under the mode of Sino-foreign cooperation in polytechnic universities. Patriotism is one of the cores of the Chinese national spirit. Cultivating students' deep feelings for the country, the nation and the people is conducive to forming a positive outlook on life and values, and cultivating students' consciousness and action to strive for the prosperity of the country and the rejuvenation of the nation.

Strengthening students' patriotism education can enhance their sense of identity and belonging to the country. By studying the history, culture, development achievements and major events of the country, students can have a deeper understanding of the greatness of the country and the excellent traditions of the nation, thus enhancing their sense of pride and responsibility for the country.

Strengthening students' patriotism education can cultivate their correct outlook on life and values. Patriotism education emphasizes the values of patriotism, serving the country, loyalty and responsibility. By cultivating students' loyalty and spirit of responsibility to the country and the nation, it guides them to establish correct life goals and values, and to pursue personal growth and social progress bravely.

3.5. Strengthen the Education of National Security Concept for Students of Sino-foreign Cooperation in Polytechnic Universities

As an important cornerstone of the long-term stable development of the country, the correct concept of national security can improve students' understanding of the national security situation, enhance their national awareness and responsibility awareness, cultivate students' awareness of actively participating in the maintenance of national security, and make them become citizens with security awareness and legal awareness. In education, students are guided to deeply understand the connotation and importance of national security, as well as the security challenges under the current international and domestic situation.

3.6. Strengthen the Education of Network Security Concept for Students of Sino-foreign Cooperation in Polytechnic Universities

With the wide application of the Internet, the problem of network security has become increasingly prominent. It is very important to cultivate students' correct concept of network security for protecting personal information security and preventing network risks. By teaching the basic knowledge of network security and introducing the types and means of network attacks, students can deeply understand the importance of network security and learn to identify and deal with various network risks.

4. The Dilemma Faced by the Integration of Ideological and Political Education into Sino-foreign Cooperative Professional Education in Polytechnic Universities

With the continuous breakthroughs in artificial intelligence, Internet of Things, block chains and other technologies, the field of education is also undergoing digital transformation, and ideological and political education is no exception. There is a dialectical relationship between ideological and political education and digital transformation under the mode of Sino-foreign cooperation in polytechnic universities.

On the one hand, digital transformation provides new opportunities for the development of ideological and political education. The comprehensive application of digital thinking and

digital ability has enabled ideological and political education to improve its teaching methods, content presentation and learning platform. Construct a digital platform of online and offline hybrid ideological and political education with virtual space integrated into physical space to better meet students' learning needs and interest characteristics, and improve their enthusiasm and participation in ideological and political education courses [7]. Digital transformation can also inject more vitality and innovative elements into ideological and political education and improve teaching effect by means of various technical means, such as online interaction and virtual reality.

On the other hand, students under the mode of Sino-foreign cooperation have a certain international perspective and are good at obtaining information of interest through digital information terminals. This also poses some challenges. Because the information bombardment of good and bad makes students more vulnerable to the influence of Western ideological trends and values, it poses a certain challenge to ideological and political education. Students may be impacted by diverse information from the Internet, including some concepts and value orientations related to the differences between Chinese and Western cultural backgrounds. This requires ideological and political education to pay more attention to guiding students to correctly understand and evaluate the ability of information in the digital transformation, to provide targeted ideological and political education content, and to help students screen and distinguish between good and bad, true and false. To sum up, under the background of digital transformation, the difficulties faced by the full integration of ideological and political education into Sino-foreign cooperative professional education in polytechnic universities are mainly reflected in the following six aspects.

4.1. Students are under Great Pressure to Learn

Students are facing greater learning pressure in Sino-foreign cooperation. Students need to adapt to different learning environments and teaching methods. Sino-foreign cooperation involves different teaching modes and learning methods. Students need to adapt to the new learning environment and teaching methods, adapt to foreign language teaching, cross-cultural communication and other requirements, which challenges their learning ability and adaptability [6]. They need to deal with the dual requirements of professional courses and ideological and political education at the same time.

4.2. Inappropriate Teaching Curriculum and Textbook Selection

In Sino-foreign cooperation, there are unreasonable situations in the curriculum and the selection of teaching materials. There may be differences in the teaching philosophy, education system and the content of ideological and political education between the two partners, which leads to the inappropriateness and ineffectiveness of the curriculum and the selection of teaching materials. The irrationality of the teaching curriculum is manifested in the fact that the content of the ideological and political education curriculum does not match the needs of students, or lacks practicality and pertinence. Teaching curriculum should take into account the background and actual needs of students, as well as the cultivation of students' core literacy and ability as the goal, to ensure the scientific and practical nature of the curriculum content [7]. The inappropriate selection of textbooks is reflected in the fact that the content of textbooks is too abstract and theoretical, which makes it difficult to arouse students' interest and participation.

4.3. The Differences between Chinese and Western Cultural Backgrounds Increase the Difficulty of "Teaching" and "Learning"

First of all, there are differences in values and ways of thinking between Chinese and Western cultures. Western culture emphasizes individualism, freedom and competition, while Chinese culture emphasizes collectivism, harmony and stability. Students may be confused or

misunderstood about China's socialist core values because of cultural differences, which requires teachers to pay attention to guiding students to understand the background, principles and values of socialism with Chinese characteristics in Ideological and political education. Secondly, language and communication barriers are also challenges brought about by the differences between Chinese and Western cultural backgrounds. Students' language ability and cultural background may affect their understanding and participation in ideological and political education. Finally, there may be cognitive bias of teachers and students on ideological and political education in Sino-foreign cooperation. Teachers and students may be influenced by different cultures and education systems, and there are differences in the objectives, contents and methods of ideological and political education.

4.4. The Sino-foreign Cooperative Curriculum System Attaches Little Importance to Ideological and Political Education

Under the mode of Sino-foreign cooperation in polytechnic universities, due to the differences in teaching concepts and teaching material systems between the two sides, the importance of ideological and political education in the curriculum system of Sino-foreign cooperation is generally low. This leads to the neglect of the status and teaching content of ideological and political education in cooperative courses. On the one hand, the Sino-foreign cooperative curriculum system often pays more attention to the teaching of professional knowledge and skills, and emphasizes the cultivation of students' professional quality and practical ability. This makes ideological and political education relatively secondary in curriculum and teaching arrangements. Students may face the heavy pressure of learning professional courses, while ideological and political courses are often compressed into limited hours and teaching resources, which can not be fully concerned and discussed in depth [8]. On the other hand, due to the restriction of the Sino-foreign cooperative curriculum system, the teaching content of some ideological and political theory courses is too abstract and theoretical, which is out of touch with the actual needs and interests of students. This makes students have resistance to ideological and political education or lack of enthusiasm to participate. At the same time, the lack of targeted case analysis and practical activities makes it difficult for ideological and political education to connect with students' practical experience and social reality, which affects the teaching effect.

4.5. The Teaching Mode of Ideological and Political Theory Course of Sino-foreign Cooperation is Conservative and Abstract

Under the mode of Sino-foreign cooperation in polytechnic universities, the teaching mode of ideological and political theory course is often too conservative and abstract, lacking the content and methods related to students' real life and social reality. On the one hand, some Sino-foreign cooperative schools pay too much attention to the inculcation of theoretical knowledge in the teaching of Ideological and political theory courses, emphasizing students' memory and understanding of book knowledge, lacking the connection with the actual situation. As a result, students' ability to understand and apply abstract concepts and theories is limited, and it is difficult to combine the knowledge they have learned with practical problems. On the other hand, teaching methods are relatively conservative, mostly using traditional lecture-based teaching, lacking interactive and enlightening teaching methods. Students passively accept knowledge and lack opportunities for active thinking and participation, which can not stimulate students' interest and initiative in learning, and limit the development of their critical thinking ability and innovative thinking.

4.6. The Main Role of Teachers is Not Solid

Under the mode of Sino-foreign cooperation in polytechnic universities, the main role of teachers in ideological and political education is mainly manifested in two aspects: First, some

teachers have insufficient understanding of the importance of ideological and political education. Because of the particularity of Sino-foreign cooperation, teachers may pay more attention to the cultivation of professional skills, but lack of understanding of the significance and value of ideological and political education, which leads to the lack of in-depth thinking and research on ideological and political education in teaching, and can not give full play to their main role [9]. Second, the teaching methods and means of teachers in ideological and political education are relatively single. Some teachers rely too much on traditional lecture-based teaching, lack of innovation and diversity, students are difficult to generate interest and participation, and the teaching effect is limited.

4.7. The Party and Youth League Organizations of College Students Majoring in Sino-foreign Cooperation are Not Sound Enough

The number and scale of Party and Youth League organizations of college students majoring in Sino-foreign cooperation are relatively small. Due to the particularity of cooperation and the limitation of school resources and management methods, there are relatively fewer Party and Youth League organizations in Sino-foreign cooperation majors, which can not cover all students, and it is difficult to form a situation of comprehensive coverage and effective management. Some students lack the opportunity to participate in the activities of Party and Youth League organizations, which affects their ideological and political education. The content and form of the activities of the Party and Youth League organizations of college students majoring in Sino-foreign cooperation are relatively single. Due to the particularity of cooperation, the activities of the Party and Youth League organizations are often limited by the curriculum and teaching arrangements, and it is difficult to carry out diversified and creative activities. Students' interest in participating in the activities of the Party and Youth League organizations is not high, which affects the in-depth development of Ideological and political education.

5. Ideological and Political Education Path Suitable for Sino-foreign Cooperation in Polytechnic Universities

5.1. Teaching Mode of Digital Enabling Ideological and Political Education Courses

Under the mode of Sino-foreign cooperation in polytechnic universities, digital technology provides new opportunities and possibilities for the teaching of ideological and political education courses. The teaching mode of digital enabling ideological and political education course can promote the interaction, interest and personalization of teaching, and enhance the learning effect and participation of students.

First, the teaching mode based on online education platform. With the help of network technology, we can build a virtual learning space, transform ideological and political education courses into online courses, and provide online learning resources and interactive communication platform. Students can learn independently and participate in discussions according to their own time and learning needs, so as to improve the flexibility and efficiency of learning.

Second, the use of multimedia teaching methods. Through the use of multimedia technology, the content of ideological and political education is presented in the form of pictures, audio and video, which enriches the teaching resources and forms. Teachers can design creative and interesting multimedia courseware to stimulate students' interest in learning and participation. Third, conduct online discussions and interactions. By using the functions of discussion boards, groups and forums provided by the online platform, students are organized to conduct online

discussions and interactive exchanges. Students can share their thoughts and opinions, interact with their classmates and teachers, expand their thinking and deepen their understanding.

Fourth, use virtual reality technology. With the help of virtual reality technology, virtual learning environments and scenes are created to enable students to experience and explore personally. For example, by simulating historical events and social situations through virtual reality technology, students can understand and think more deeply about relevant ideological and political issues.

Fifth, the use of intelligent learning tools and personalized learning systems. Through intelligent learning tools and personalized learning systems, personalized learning content and learning paths are provided according to students' learning situation and interest characteristics. Students can learn according to their own needs and interests, and improve the pertinence and effect of learning.

5.2. Ideological and Political Education and Campus Culture Construction in Sino-foreign Cooperation

Ideological and political education plays an important role in the construction of campus culture in Sino-foreign cooperation. Specifically, the construction of campus culture in the following aspects can improve the effect of ideological and political education.

Construction of campus material culture. Schools should pay attention to creating a good campus environment and cultural atmosphere. By beautifying the campus environment, improving teaching facilities and providing cultural facilities, we can create a pleasant learning atmosphere and an active campus cultural atmosphere to provide a good material basis for ideological and political education.

Construction of campus spiritual culture. Schools should be guided by socialist core values and strengthen students' ideological and moral education and humanistic literacy training by carrying out various forms of ideological and political education activities. This includes holding lectures, thematic activities and social practices to guide students to establish a correct outlook on life and values, and to enhance their sense of social responsibility and cultural self-confidence.

Construction of campus system culture. Schools should establish a sound campus management system to provide a strong guarantee for ideological and political education. To formulate relevant rules and regulations, clarify the requirements and rights of students to participate in ideological and political education, strengthen the construction of student organizations, provide good organizational platforms and opportunities, and promote the enthusiasm and initiative of students to participate in ideological and political education.

The construction of campus behavior culture. Schools should cultivate and advocate a positive behavior culture, create a good teacher-student relationship and an atmosphere of mutual respect and cooperation among students. Encourage students to establish correct codes of conduct, cultivate self-discipline and self-improvement, strengthen moral education, and guide students to form good behavior habits and values.

5.3. The Path of Cultivating Teachers' Morality in Sino-foreign Cooperation

First, strengthen the professional ethics education of teachers. Schools should formulate and implement specific professional ethics, and clarify the professional requirements and codes of conduct of teachers. Teachers' morality and style education should be carried out to cultivate teachers' concern and respect for students, advocate teachers' practice of socialist core values, and establish good professional ethics and moral standards.

Second, provide professional development opportunities for teachers. Schools should set up teacher training programs to provide various training and learning opportunities to help teachers continuously improve their teaching level and ideological and political education

ability. Teachers can participate in professional learning exchanges, teaching seminars and other activities to increase the understanding of educational theory and practice, and enrich the teaching content and methods of ideological and political education.

Third, establish a teacher evaluation and incentive mechanism. Schools can formulate a scientific and reasonable teacher evaluation system to evaluate teachers' performance and contribution in Ideological and political education. At the same time, teachers should be given appropriate incentives and honors, such as commending excellent teachers and providing promotion opportunities, so as to stimulate teachers' enthusiasm and sense of responsibility and promote them to better fulfill the mission of Ideological and political education.

Fourth, strengthen the interaction and communication between teachers and students. Schools should encourage teachers and students to establish a good interactive relationship and create an equal and open atmosphere for communication. Teachers should listen to students' needs and concerns, understand students' growth environment and confusion, and give timely care and guidance. Through effective communication with students, teachers can better understand students' ideological trends and learning needs, and provide targeted ideological and political education [10].

Fifth, strengthen teachers' self-cultivation. As the main body of ideological and political education, teachers need to pay attention to the improvement of self-cultivation, continuous learning, self-reflection, and enhance their cultural literacy and comprehensive ability. Teachers should also keep learning attitude at all times, pay attention to social dynamics and ideological hot spots, and constantly update their ideological and political education concepts and knowledge reserves.

5.4. Reform of Ideological and Political Education Mode in Sino-foreign Cooperation

In Sino-foreign cooperation, in order to improve the effect of ideological and political education and meet the needs of the development of the times, it is necessary to reform the mode of ideological and political education. First of all, we should build a system of "All-round Education" for all staff, the whole process and all directions. Through the cooperation of teachers, parents, society and other forces, we can help college students better integrate and fit with society, and cultivate people with great love, great virtue and great feelings. Ideological and political education should run through the whole process of students' activities on campus from enrollment to graduation, effectively integrate activities inside and outside the classroom, and establish an effective ideological and political education model which integrates classroom teaching, practical teaching, thematic research and multi-platform support. At the same time, moral values education should be penetrated into many aspects, such as individual, family, society and occupation, and corresponding ideological and political education courses should be offered.

Secondly, we should promote the digitalization, internationalization, specialization, innovation and integration of Ideological and political courses. With the help of advanced information technology, ideological and political courses are digitized, and online learning resources and interactive platforms are provided so that students can learn and discuss anytime and anywhere. At the same time, we should integrate international perspectives into ideological and political education, introduce multicultural and diverse concepts, and broaden students' thinking horizons. In addition, we should pay attention to specialization and innovation, and design diversified teaching contents and methods according to the characteristics of disciplines and the needs of students. Life-oriented education refers to the combination of ideological and political education with students' life experience, making it closer to students' actual situation and arousing their resonance and thinking. The most important thing is to realize the significance of ideological and political courses by integrating ideological and political

education into various disciplines and courses, and improving the penetration and influence of ideological and political education.

Finally, ideological and political education can also be combined with professional courses, through the popularization of ideological and political knowledge in the teaching of professional courses, and the incorporation of moral accomplishment into the evaluation of professional courses, so as to promote students to cultivate correct values and professional ethics in professional learning, and implement the new mode of "Internet + ideological and political education". In order to give full play to the educational function of the network platform, students' participation and learning effect should be improved, integrating ideological and political education into community activities and social practice, and cultivating students' sense of social responsibility and civic awareness by participating in social activities such as volunteer service.

6. Conclusion

From the perspective of Sino-foreign cooperation in polytechnic universities, the collaborative education of ideological and political education and professional education is an important task. This paper analyzes the difficulties of ideological and political education under the mode of Sino-foreign cooperation, and puts forward the corresponding reform measures and paths. This paper discusses the related issues from the following aspects: the digitized teaching mode enabling ideological and political education courses, the campus culture construction of ideological and political education in Sino-foreign cooperation, and the reform of ideological and political education mode in Sino-foreign cooperation.

The construction of campus culture of ideological and political education in Sino-foreign cooperation is an important link to cultivate students' comprehensive talents. Through the construction of campus material culture, campus spiritual culture, campus institutional culture and campus behavioral culture, we can create a positive campus cultural atmosphere conducive to ideological and political education, and guide students to form correct values and outlook on life.

The main role of teachers in ideological and political education needs to be brought into full play. Strengthening teachers' understanding of the importance of ideological and political education, cultivating teachers' cross-cultural education ability, and providing diversified teaching methods and means can enable teachers to better guide students.

The ideological and political education mode of Sino-foreign cooperation needs to be reformed. The effectiveness of ideological and political education can be improved by building a "All-around Education" system, strengthening the integration of ideological and political education in professional courses, implementing the new mode of "Internet + ideological and political education", and integrating ideological and political education into community and social practice and volunteer service.

To sum up, the collaborative education of ideological and political education and professional education under the mode of Sino-foreign cooperation in Polytechnic University is an important task. By taking corresponding reform measures and paths, we can promote the organic combination of ideological and political education and professional education, and train socialist builders and successors with all-around development of morality, intelligence, physical fitness, beauty and labor. This is of great significance for promoting the development of Sino-foreign cooperation in polytechnic universities, improving the quality of education and realizing the goal of the great rejuvenation of the Chinese nation.

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