

The relationship between social education and political ideology in the formation of global citizenship among university students

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Abstract

In the context of globalization, it is important to foster global citizenship among college students. This work analyzes how social education and political ideology contribute to the formation of a global perspective and social responsibility of students. The study showed that the integration of these factors effectively supports the development of globally minded citizens. The article contributes to the scientific understanding of the integration of social education and political ideology, offering a theoretical framework and practical recommendations for the further development of global citizenship education.

Keywords

social education, global citizenship, global vision, social responsibility, educational innovation.

Introduction

In the modern world, economic, cultural, technological interactions among nations have become very frequent because of globalization. The need for global citizens has become very important. Global citizens should be able to grasp and use cross-cultural communication effectively. In addition, they should possess

profound knowledge about global matters alongside a sense of responsibility. In this regard, education, particularly for young adults in colleges, emerges as the backbone of the development of global citizenship (Yuh, 2024). Social education and political ideology are some of the most important aspects of the education of college students. Through Social education, students are made to become socially responsible, to think critically, and to interact in different cultures by contributing to activities, cultural exchanges, and other engagements. Political ideology assists students in construction their worldview and value system to aid them understand global issues properly.

This study investigates the relationship between social education and political ideology in the context of nurturing a global citizen in a college student. Their systematic integration features, or synergic aspects, suggest a more complex approach to the education of college students, which can then be targeted to help them become responsible citizens of the world. This study not only aims at improving global citizenship of college students, but also can be useful for the development and implementation of educational policies.

Materials and research methods

This is a qualitative study that used semi-structured interviews and content analysis of the educational programs of several universities to determine how social education and political ideology affect the nurturing of global citizenship. Other information such as published documents and reports as well as other literature were analyzed to complement the findings and place them within the wider framework of education.

Results and discussion

Social education as a critical part of the educational system has a wider width and encompasses all social activities aside from school where teaching and learning are done for the purpose of systematically and intentionally fostering knowledge and skill acquisition, ideology and morality formation, intelligence development and physical training. This involves, but is not limited to, community service, public welfare, multicultural activities and other forms of outreach with the intention of achieving holistic development of individuals and therefore, qualitative societal development (González-Valencia, 2022). Social education has as the main aim the formation of a citizen with a sense of social responsibility, good moral values, innovative skills, and the ability to get things done. Social education has a unique and inalienable function in social development and personal development. It has the potential to offset the negative aspects of formal school education, provide richer and more varied practical and educational resources, and catalyze the relations between the people and the social structures towards improving the social and innovative adaptability of the individual. With social education, people learn rules of behavior and values which enable them to become positive citizens.

As social education aims to foster global citizenship, it is imperative that education is targeted towards students from different cultural backgrounds. With community service and public aid work, college students are able to understand the degree of social responsibility they have, and what it means to actively work towards making a change in society. When participating in volunteering work, students are able to realize and understand the amount of social responsibility they possess, which aids in encouraging them to take action. Such actions build the scaffolding on which active global citizenship rests. Different cultures around the globe are paid attention to, and their problems analyzed in depth. Hence, participation in multicultural social exchange programs serves as another important tool for the development of global citizenship through social education (Litvinovich, 2018). International exchange programs, as well as interactions with foreign students, enhance students' appreciation of diverse cultures and empower them to be more accepting of new ideas. This advocacy skill for different cultures and ideas is a fundamental trait of a global citizen as it enables effective communication and interaction in a diversified world.

Moreover, social education aims at nurturing independent and critical thought on global affairs among college students (Pais, 2020). The approach makes students focus on the contemporary global challenges and enables them to conduct detailed investigations and analysis. Such focus, together with social education, enhances the chances of the students acquiring a global citizenship mentality and the much-needed responsibility.

A political ideology connotes a framework of ideas that encompasses a specific set of social class or group's political goals, interests, and values. Political ideologies are class centric because the social group that is politically or economically dominant typically has a politically accepted ideology. The historical development of political ideology beginning in the late 18th century with Count de Tracy's proposal of 'science of ideas' and culminating with the construction of the political ideology of the proletariat after the socialist revolution of the XX century has shown the significant importance of the development of the forces of societal production and transformations of social economic relations.

The reach and impact of political ideology is extensive. Ideologies frame, and influence the behaviors of people, helps in building social consensus, issues, and progress, policies profoundly, and their formulation and execution. Since policies are not value-neutral, policy options and solutions depend on existing political mechanisms. For instance, liberalism and conservatism lay more value on the free market and liberty of the individual, while christian democracy places emphasis on social justice and economic government involvement. In this era of globalization, political ideology assists in the fostering of a global citizen. It emphasizes concepts and ideals such as sovereign equality, global governance, and citizenship, where the individual bears the responsibility of participating in global issues. Political instruction is crucial in this context. It helps students comprehend the diverse nature and impact of different ideologies and encourages them to develop different viewpoints and hence become globally minded and values in the context of globalization.

In the field of humanities, education should assist college students in developing appropriate worldview and value systems. It goes beyond appreciating a nation's political ideology to include assessing the nation's global political and economic position, as well as an understanding of international law and international relations. By providing real life case studies and social participation, college students will better appreciate the multi-faceted nature of global governance and feel their contribution as a global citizen. Promoting an understanding of global citizenship values, such as participation in global governance, equality among sovereign states and international cooperation, is one aspect of political education. These values not only relate to the greater good of the people of the world, but make way for achieving peace and development globally. Political education enables university students to engage with international relations proactively and assume greater responsibility in global affairs, thereby working towards a vision of a community with a common human destiny.

With globalization in mind, the link between social education and political philosophy has become deeper and there is a common aim to nurture responsible, global citizens. This goal is evident not just in the outcomes of holistic personal development, but also in sociocultural adaptation competencies which are needed for globalization addressing multiculturalism and multifaceted social surroundings.

Integration of social education with political ideology takes place simultaneously during the cultivation of global citizenship. Education is embedded with political aspects because it aims at building social values and behavioral patterns of an individual. The political aspects not only enhance the sense of citizenship but also enable individuals to understand the world deeper through practitioner activities such as volunteering and international exchange programs (Pashby 2020). At the same time, the scope of the social education domain also includes the biases and the power of political ideology. It makes people socialize with specific political ideas and value them, and in turn, motivates the people to engage, or not engage, in global issues.

Through internationally available volunteer programs and cultural festivals, some communities and colleges enhance the experience of cross-cultural communication and understanding of global citizenship. On the whole, these activities are framed within the political context of the country that centers on global issues like peace, cooperation, and development, which enables people to acquire a global outlook and social responsibility progressively. Some countries and regions internationally have, through policy formulation and implementation of global citizenship education, fused social pedagogy with political culture in order to encourage the development of citizenship of the world. For instance, some regions have included global citizenship education as part of the national educational curriculum to allow all learners to be holistically educated on global citizenship through syllabus and teacher training (Nanthawong, 2024). Such policies increase the scope of ideological penetration for sure, but also offer opportunities for practicing intercultural communication and global governance through specific activities such as Model United Nations and International Peace Contest.

To sum up, social education and political principles assist in the formation of global citizenship. The development of individuals and their ability to communicate across cultures are enhanced through the set objectives and activities aimed at diving citizenship and intercultural relations. Exemplary practices from both domestic and foreign settings offer important lessons and encouragement that suggest social education and political ideology in the era of globalization need to be integrated more closely to raise global and socially responsible citizens towards realizing the admirable vision of a global community.

Globalization encompasses a range of problems towards socio-political education. The issues related to cultural dialects and clashes is one, if not the most, significant. Globalization has led to the Constant mixing and intermingling of diverse cultural contexts and values which puts more burden on socio-political education. A further complication is how to develop students' global outlook and social responsibility within the context of multiculturalism. Attention needs to be given to the impact of fringe counter-ideas on political education. During this age of information, many people, including students, have their political and ideological views influenced through the internet and a myriad of other means. Some fringe beliefs defy societal norms and may serve to disrupt the political and social order, thus undermining social cohesion. Therefore, dealing with fringe concepts while attempting to structure political education in a proper direction poses a fundamental problem.

Specific methods are required to address the issues at hand. Social and political education should be integrated and directed towards achieving specific goals. Educational resources should be unified into a cohesive system for the social and political education of the citizenry. Such a system exists not in isolation but in conjunction with the broadening of the scope for nurturing the students. In addition, there should be alterations in instructional techniques that foster the learning processes of the students. Bearing in mind the attributes and demands of university students, a variety of teaching and assessment strategies are adopted to promote initiative and purposeful learning among students. Moreover, there should be a strengthening of the integration of civic responsibility activities among the students. Students should be made acquainted with the community and country through organized social practice and voluntary service activities. This serves to enhance their civic consciousness and responsibility. Parallel to this is the concern with the change in the student activity and behavior so that he or she is able to engage in self-improvement and become a responsible citizen with an international outlook.

To conclude, as to the issues relating to globalization, it is necessary to enhance the integration of social education and political education, innovate the methods of teaching, strengthen practical connections, and together promote the all-round growth of learners while striving towards the achievement of the great rejuvenation of the Chinese nation's dream.

Conclusion

This study delves into the important role of social education and political ideology in cultivating college students' global citizenship. Through comprehensive analysis, it is found that the intersection of social education and political ideology provides strong support for college students to become global-minded and responsible citizens. Through rich practical activities and multicultural exchanges, social education broadens college students' international perspective and enhances their concern for and participation in global affairs. Political ideology, on the other hand, through political education and value guidance, enables university students to adhere to the correct political direction in the context of globalization, and to form a profound identification with the core values of global citizenship, such as global governance, sovereign equality and cooperation. In the future, it is expected that the integration of social education and political ideology will be further strengthened to promote the in-depth development of global citizenship education. This requires not only innovations in educational content and methods, but also enhanced cooperation in policy formulation and practical activities, forming a pattern of joint participation by the whole society. At the same time, more innovative educational modes should also be actively explored, such as the use of modern information technology means and the construction of a globalized educational platform, so as to improve the quality and effect of global citizenship education for college students.

In conclusion, social education and political ideology play an irreplaceable role in cultivating college students' global citizenship. In the future, we should continue to deepen the relevant research and promote the

continuous innovation of educational practice, so as to contribute to the cultivation of more high-quality talents with global vision and sense of responsibility.

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Взаимосвязь социального образования и политической идеологии в формировании глобальной гражданственности у студентов университета

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Аннотация

В условиях глобализации важно воспитывать глобальную гражданственность у студентов колледжей. Данная работа анализирует, как социальное образование и политическая идеология содействуют формированию глобальной перспективы и социальной ответственности студентов. Исследование показало, что интеграция этих факторов эффективно поддерживает развитие глобально мыслящих граждан. Статья вносит вклад в научное понимание интеграции социального образования и политической идеологии, предлагая теоретическую основу и практические рекомендации для дальнейшего развития воспитания глобальной гражданственности.

Ключевые слова

социальное образование, глобальное гражданство, глобальное видение, социальная ответственность, образовательные инновации.

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