

# Innovative Pathways for Ideological and Political Education in Universities from the Perspective of “Great Ideological and Political Curriculum”

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**Abstract:** Under the guidance of the concept of “Great Ideological and Political Curriculum,” university ideological and political education faces the challenge of innovation. It not only bears the responsibility of enhancing the ideological quality of college students but also shoulders the mission of achieving the rejuvenation of the Chinese nation. In response to current issues such as excessive theoretical indoctrination and insufficient practical depth, this paper explores reform pathways from the perspectives of conceptual renewal, practical optimization, and model innovation. It proposes comprehensive strategies such as creating a societal classroom, integrating emerging technologies, and expanding educational dimensions. These strategies aim to inject practical insights into ideological and political education in the new era, promoting it to become a powerful tool for implementing the fundamental task of fostering virtue through education.

**Keywords:** Great Ideological and Political Curriculum; Universities; Ideological and political education

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Ideological and political education serves as the primary channel and battlefield for colleges and universities to fulfill the fundamental task of fostering virtue through education. In the new era, the concept of “Great Ideological and Political Curriculum” proposed by General Secretary has infused new era connotations and practical guidance into ideological and political education in colleges and universities. The “Work Plan for Comprehensive Promotion of Great Ideological and Political Curriculum Construction” issued by the Ministry of Education and other departments further clarifies the directions and requirements for the construction of “Great Ideological and Political Curriculum.” However, current ideological and political education in colleges and universities still faces issues such as excessive theoretical indoctrination, insufficient practical depth, and teaching content disconnected from reality, necessitating urgent innovation in content, methods, carriers, and other aspects.

## 1. The Logic of Innovation in Ideological and Political Education in Colleges and Universities under the Concept of “Great Ideological and Political Curriculum”

### (1) Construction and integration of multidimensional perspectives

The “Great Ideological and Political Curriculum” advocates the organic integration of the small classroom of ideological and political education with the large classroom of society. Its core lies in breaking the limitations of a single classroom and extending classroom education to social practice, historical resources, and cultural fields. When conducting ideological and political education, colleges and universities need to start with “large” resources and integrate resources both inside and outside the school, thereby constructing a trinity education system encompassing “courses, culture, and society.”

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## **(2) Highlighting student agency**

Traditional ideological and political education often adopts a “expository” teaching approach, neglecting students’ initiative and sense of participation. From the perspective of “Great Ideological and Political Curriculum”, students are regarded as the subject of education. By guiding students to think independently and practice autonomously, ideological and political education should be transformed from “I am made to learn” to “I want to learn,” thereby stimulating their internal motivation.

## **(3) Bidirectional integration of theory and practice**

A crucial point of “Great Ideological and Political Curriculum” lies in “presenting reasons,” but these explanations must be “presented in depth, thoroughly, and vividly.” The study of theory should not only be internalized but also externalized into action. Colleges and universities need to innovate practical teaching models, combining Marxist theory with national development and social realities, so that students can “practice in the fields and comprehend in reality.”

# **2. Innovative Pathways for Ideological and Political Education in Colleges and Universities**

## **(1) Deepening and expansion at the ideological level**

Colleges and universities must firmly grasp the fundamental educational questions of “whom to cultivate, for whom to cultivate, and how to cultivate,” internalizing the concept of a “Great Ideological and Political Curriculum” as the starting point for instructional design. By fully integrating the essence of the 20th National Congress of the Communist Party of China and the thoughts of Socialism with Chinese Characteristics for a New Era, among other contents, institutions should assist students in locating their personal positions within the vast historical and contemporary contexts.

## **(2) Optimization and innovation at the practical level**

Social practice constitutes a crucial aspect within the purview of the “Great Ideological and Political Curriculum.” Colleges and universities ought to leverage red resources, revolutionary cultural resources, resources from excellent traditional Chinese culture, and local practical platforms, integrating social hotspots, national policies, and student concerns to ignite students’ patriotism and sense of belonging towards their country and home. For instance, Tongji University’s “Peer Plan” facilitates students to integrate theoretical knowledge with social realities through local job placements and research projects. Practical education necessitates the combination of forces both inside and outside the campus, harnessing the synergistic effectiveness of governments, enterprises, social organizations, and other parties. Colleges and universities should strengthen collaboration with industries and regions to create school-based unique social practice platforms, addressing the issue of “fragmentation and lack of coordination” in traditional practical education endeavors.

## **(3) Precision and effectiveness in education through technological empowerment**

With the advancement of technologies such as artificial intelligence, big data, and VR/AR, colleges and universities can leverage these tools to enhance the precision and appeal of ideological and political education. By utilizing big data to analyze students’ learning trajectories and interest preferences, institutions can tailor ideological and political curriculum resources suitable for each student’s development. Furthermore, colleges and universities can digitize and virtualize content related to red education and historical and cultural education, employing virtual reality technology to immerse students in learning experiences that allow them to appreciate the power of ideas, thereby strengthening the education’s appeal and affinity.

#### **(4) Expansion and reconstruction at the content level**

Ideological and political education in colleges and universities should resonate with national development, incorporating themes of the new era such as “Chinese-style modernization” and “common prosperity” to help students deeply understand the contemporary significance of theories. By establishing thematic courses and breaking away from the previous “large and comprehensive” teaching framework, students’ attention and understanding of real-world issues can be enhanced. Additionally, integrating traditional Chinese culture, revolutionary culture, and advanced socialist culture into the curriculum content, and utilizing methods such as case analysis and situational role-playing, can guide students to uphold their ideals and beliefs amidst cultural confidence.

### **3. Implementation Suggestions for Optimizing Ideological and Political Education in Colleges and Universities**

#### **(1) Deepening University-local government collaboration to promote the construction of “Large Platforms”**

When promoting ideological and political education, colleges and universities should collaborate with local governments and enterprises and institutions to build educational platforms. This not only enhances the breadth and depth of social practice but also stimulates university students’ personal insights into national and social realities. Such collaboration is not merely a consolidation of resources but also an extension of educational functions. By jointly creating regionally distinctive “social classrooms,” universities and local governments can utilize locally unique cultural, industrial, and social resources to transform the abstraction of theoretical education into tangible real-life experiences for students. In practical projects related to rural revitalization, students can directly perceive how national policies take root at the grassroots level and appreciate the complexity and urgency of problem-solving through interactions with village cadres and farmers. More importantly, such practices cultivate students’ sense of social responsibility and patriotism. During the collaboration process, universities and local governments can regularly hold joint meetings to jointly design practical project topics and formulate long-term operational mechanisms, ensuring the continuity of practical content and students’ deep involvement. Additionally, when jointly constructing ideological and political education bases, universities and local governments can integrate local historical and cultural resources, industrial development achievements, and social governance outcomes into educational content, constructing a closed-loop structure of interaction among “students, teachers, and locals,” making the educational content truly vivid, lively, and profound.

#### **(2) Strengthening team building to construct a “Comprehensive Faculty” system**

The effectiveness of ideological and political education is closely related to the professional competence and breadth of vision of educators. Relying solely on full-time ideological and political education teachers within colleges and universities for instruction may lead to issues such as a narrow perspective and limited content. Therefore, in terms of faculty development, colleges and universities need to open the doors to the “social classroom” and incorporate talents with rich practical experience, such as local party and government cadres, industry experts, and social role models, into the ideological and political education classroom. These part-time teachers can provide students with more targeted and practically significant educational content from different industry backgrounds and social realities. For example, local grassroots cadres can share real cases of rural governance, industry experts can introduce the strategic significance behind national scientific and technological innovation, and social role models can inspire students’ beliefs and action with their personal experiences. In terms of specific operations, colleges and universities can establish a system of “specially-appointed lecturers for ideological and political courses” and regularly invite elites from all sectors of society to participate in ideological and political classroom instruction. To avoid any disconnection between “full-time teachers” and “part-time teachers” in terms of teaching objectives

and content arrangements, colleges and universities should construct a comprehensive teaching collaboration mechanism, leveraging collective lesson preparation, case sharing, and other methods to realize the complementary advantages of the two types of teachers, thereby forming an all-around and multi-layered “comprehensive faculty” system.

### **(3) Strengthening curriculum system construction to achieve a “Collaborative Education” effect**

Curriculum development is a core aspect of ideological and political education. In traditional curriculum settings, ideological and political courses and specialized courses are often mutually independent, which can weaken students’ acceptance of ideological and political education. To achieve a deep integration of ideological and political education with specialized education, colleges and universities need to break traditional boundaries in curriculum system construction and establish a teaching mode where “ideological and political elements in specialized courses” and “ideological and political courses” advance in unison. Specifically, colleges and universities can integrate ideological and political education elements into specialized course instruction, enabling students to naturally cultivate correct values while learning specialized knowledge. For example, in medical specialized courses, case analysis can be used to guide students in contemplating the social responsibilities and professional ethics of doctors. In engineering courses, significant infrastructure construction projects can be incorporated to make students recognize the importance of technological innovation for national development. This integration will not only fail to impact the depth of specialized education but will also enable students to perceive the intrinsic value of ideological and political education during the learning process. Meanwhile, in “ideological and political courses,” specialized course teachers can be invited to participate in instructional design, incorporating specialized perspectives into theoretical lectures, thereby enhancing the practicality and attractiveness of course content. Additionally, colleges and universities can establish “interdisciplinary teaching and research groups for ideological and political education” to achieve curriculum linkage among different disciplines, forming an educational pattern of “vertical integration and horizontal collaboration,” allowing students to encounter the core spirit of ideological and political education in every course.

## **4. Conclusion**

The concept of the “Great Ideological and Political Curriculum” provides a systematic, holistic, and open theoretical framework for ideological and political education in colleges and universities. In practice, colleges and universities need to continuously innovate educational ideas, optimize practical pathways, and leverage technological empowerment. By integrating the “big classroom” with the “small classroom,” they can cultivate new talents of the times who are well-developed morally, intellectually, physically, aesthetically, and in terms of labor. This is not only the inherent meaning of ideological and political education in colleges and universities but also an important guarantee for helping the Chinese nation achieve great rejuvenation.

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