

# A Review of the Integrated Construction of Ideological and Political Courses in Universities, Secondary and Primary Schools in the Past Three Years

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**Abstract:** From 2023 to 2025, significant progress has been made in the research on the integrated construction of ideological and political courses in universities, secondary and primary schools at both theoretical and practical levels. The research mainly focuses on three core aspects: theoretical logic, practical predicaments and practical paths. In terms of theory, it focuses on theoretical foundations such as credibility enhancement through digitization, system construction, upholding fundamental principles while promoting innovation, and digital empowerment. At the practical level, it analyzes problems including disconnected goals, repetitive content, insufficient collaboration among teachers, incomplete systems and mechanisms, and uneven regional development. In practice, the research has established a multi-dimensional and three-dimensional strategic framework covering top-level design, curriculum materials, faculty development, teaching methods, evaluation systems and guarantee mechanisms, highlighting the integrated innovation of collaborative mechanisms, digital technologies and various educational resources. Overall, current research shows a trend of deepening from macro concepts to micro practical operations and transforming from single-element analysis to systematic collaboration. In the future, it is necessary to strengthen empirical analysis, quantitative evaluation and research on long-term mechanisms.

**Keywords:** Universities, Secondary and Primary Schools, Ideological and Political Courses, Integration, Research Review.

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## 1. Introduction

Ideological and political theory courses are key courses for implementing the fundamental task of fostering virtue through education, and their construction level is directly related to the quality of cultivating socialist builders and successors. Since the Third Plenary Session of the 20th Central Committee of the Communist Party of China proposed to "improve the mechanism for fostering virtue through education and promote the integrated reform and innovation of ideological and political courses in universities, secondary and primary schools", relevant arrangements have been advanced step by step, marking that the integrated construction of ideological and political courses in universities, secondary and primary schools has been elevated to a major national education development strategy. Driven by strong policies, the academic community has maintained high enthusiasm for researching this topic, and a large number of high-quality research achievements have emerged between 2023 and 2025. This article takes the relevant papers published in CSSCI source journals indexed by China National Knowledge Infrastructure (CNKI) during 2023-2025 as the analysis object, systematically sorts out the research status of the integrated construction of ideological and political courses over the past three years, analyzes the current research hotspots, key points and cutting-edge issues, and on this basis, looks forward to the future research directions. The purpose is to provide reference for subsequent related research.

## 2. Research on the Theoretical Basis and Value Implications of the Integrated Construction of Ideological and Political Courses in Universities, Secondary and Primary Schools

In the past three years, scholars have no longer been content with simply reiterating the necessity of the integrated construction of ideological and political courses in universities, secondary and primary schools, but have strived to deepen its theoretical basis and value implications from an academic perspective. The research has shown the characteristics of diversification and systematization.

### 2.1. At the Core Logical Level, Researchers Have Put Forward Insightful Theoretical Generalizations

Chang Qing believes that the essential requirement of the integrated construction of ideological and political courses in universities, secondary and primary schools is to solve the problem of students' "faith", and has constructed the soul-forging logic of "enhancing faith through the integrated construction of ideological and political courses in universities, secondary and primary schools", emphasizing the use of integrated construction to strengthen students' faith in Marxism, socialism with Chinese characteristics, and the Chinese Dream of national rejuvenation[1]. Zhang Zhidan and Wen Jing focused on the methodology of "upholding fundamental principles and breaking new ground", arguing that "upholding fundamental principles" means adhering to the value goal of cultivating talents for the Party and the

country, and following the laws of education and students' growth; "breaking new ground" is reflected in the advancement of ideological concepts, institutional mechanisms and action carriers, which are dialectically unified in the vivid practice of the integration of ideological and political courses in universities, secondary and primary schools[2][3]. In addition, systems theory has become an important theoretical perspective for analyzing the integrated construction. Scholars such as Li Haiyan, Luo Jia, and Hu Min, by applying systems theory, regard the integration of ideological and political courses as a complex system composed of elements such as curricula, content, teaching, faculty, and evaluation. They emphasize its characteristics of integrity, structure, hierarchy, and openness, and advocate overall planning and optimized integration from the perspective of system collaboration [4][5][6].

## **2.2. At the Level of Value Connotation, the Research is Carried Out from Three Dimensions: Serving National Strategies, Promoting Student Development, and Driving the Reform of Ideological and Political Courses Themselves**

Xie Lili pointed out that the integrated reform and innovation of ideological and political courses in universities, secondary and primary schools is a fundamental requirement for serving the strategy of building an education power and cultivating new-era talents capable of shouldering the great responsibility of national rejuvenation, and also a key approach to promoting the high-quality development of ideological and political courses in the new era [7]. Dai Wenqi et al. believe that building an integrated community of ideological and political courses in universities, secondary and primary schools is a practical need to deepen the reform and innovation of ideological and political courses, improve the quality and efficiency of education, and strengthen the whole-process education pattern [8]. These studies profoundly reveal the contemporary value of the integrated construction in responding to the fundamental question of "what kind of people to cultivate, how to cultivate them and for whom to cultivate them", elevating it from a simple issue of curriculum connection to a strategic height concerning national development and the future of the nation.

## **3. Analysis of the Practical Difficulties and Challenges in the Integrated Construction of Ideological and Political Courses in Universities, Secondary and Primary Schools**

Adhering to a problem-oriented approach is a prerequisite for deepening the integrated reform and innovation of ideological and political courses in universities, secondary and primary schools. The research over the past three years has conducted a comprehensive review and in-depth analysis of the practical predicaments existing in the integrated construction, mainly focusing on the following aspects.

### **3.1. Barriers in the Macro Management System and Mechanism**

Many scholars have pointed out that due to the fact that universities, secondary and primary schools belong to different educational entities and management systems, the

phenomenon of compartmentalization and independent operation remains prominent. Qi Guang constructed the "SCRVS" model for analysis and pointed out that the current management system has problems such as incoherent system structure, insufficient contingency adaptability, and imperfect collaborative mechanisms[9]. Zaxi et al.'s research on the Tibet Autonomous Region also found that the lack of clear goals and tasks and the absence of a complete institutional system are important factors restricting the integrated construction [10]. Ding Sheng, Zhang Fan and others hold that there is a contradiction between the systematic nature within each educational stage and the coherence between stages, and the relative independence of educational entities has led to collaborative dilemmas[11][12].

### **3.2. Unsmooth Connection between Curriculum Content and Textbook Content**

Repetition, disconnection and inversion of content are issues of common concern among scholars. Lu Jianping and Huang Yanmin pointed out that existing textbooks still have unnecessary duplication and overlap when reviewing the progress of textbook construction [13]. Gao Jingyi conducted a textual analysis of teaching materials with patriotic education as a clue and found that different educational stages have different focuses on absorbing and transforming the Party's theoretical innovation achievements, and there are obvious differences in the design and utilization of learning tasks[14]. Li Haiyan pointed out that phenomena such as repetitive, fragmented and even inverted curriculum content still exist; for instance, some content in junior high school is more abstract than that in university [4]. Chen Jie believes that the simple repetition of teaching content and the lack of vertical synergy are important reasons for reducing students' learning interest and affecting teaching effectiveness[15].

### **3.3. Lagging Construction of the Teaching Staff for Integrated Development**

Teachers are the key force in promoting the integrated construction, but the teaching staff faces many challenges. Xie Jun and Zhai Haojie's investigation and research found that there are problems such as uneven quality, insufficient interaction and inadequate management among the teaching staff [16]. Pang Chunyang pointed out that some teachers have a weak awareness of integration, and there are differences in theoretical levels and practical cognition among teachers at different educational stages, leading to a lack of collaboration [17]. Tashi et al.'s study also shows that the proportion of doctoral degrees among ideological and political education teachers in colleges and universities in Tibet is low, and primary and secondary schools have the phenomenon of cross-major teaching and concurrent teaching, resulting in insufficient professionalism [10]. These problems have hindered the vertical transmission of the teaching "baton".

### **3.4. Insufficient Construction of Resource Platforms and Evaluation Systems**

Resource sharing and scientific evaluation are important guarantees for promoting the integrated construction. Zaxi, Jiang Guofeng and others pointed out that the insufficient integration of practical education resources and the prominent problem of "data silos" have affected the precise

empowerment of digital technology [10][18]. He Li and Luo Yan focused on the evaluation system, arguing that issues such as the absence of core literacy in some educational stages, asynchronous revision of curriculum standards, and incomplete coverage of educational stages have led to insufficient integrated leadership, and the effectiveness of evaluation needs to be improved [19]. These predicaments collectively hinder the in-depth development of the integrated construction of ideological and political courses at present.

#### **4. Exploration of Practical Paths and Strategies for the Integrated Construction of Ideological and Political Courses in Universities, Secondary and Primary Schools**

In response to the above dilemmas, scholars have put forward systematic solutions from macro, meso and micro levels, forming rich results in the exploration of practical paths.

##### **4.1. Macro Level: Strengthening Top-level Design and Mechanism Construction**

In terms of macro strategies, scholars generally emphasize the need to strengthen top-level design and institutional guarantees. Xu Yanguo and Ding Sheng advocated strengthening Party leadership and building a comprehensive ideological and political education mechanism with unified Party committee leadership, joint Party and government management, clear responsibilities of relevant departments, and whole-society coordination [20][11]. Jiao Xiaoyun and Dai Hongyan systematically expounded on the significance of establishing an integrated collaborative mechanism integrating goal alignment, content integration, teacher interaction, system coordination, and effect evaluation[21]. Ren Zhifeng proposed a systematic plan for deepening the construction of an integrated community of ideological and political courses from four logical aspects: value, benefit, system and technology [22]. Based on the "SCRVS" model, Qi Guang proposed a comprehensive reform path that optimizes system structure, enhances contingency adaptability, optimizes resource allocation, strengthens value guidance, and improves collaborative mechanisms [9]. These studies provide a clear roadmap for breaking management barriers from a macro perspective and forming a joint force for talent cultivation.

##### **4.2. Meso Level: Deepening the Construction of Curricula, Teaching Materials and Teaching Staff**

At the meso level, the integrated construction of curricula, teaching materials and teaching staff is the focus of research. In terms of curriculum and textbook construction, Lu Jianping and Huang Yanmin summarized the experiences gained in recent years in the integrated construction of textbooks in aspects such as overall design, phased advancement, and collaborative linkage [13]. Xie Lili proposed to build a "concentric circle" integrated content system with gradient design, taking the Party's innovative theories as the "center" and major practical achievements as the "radius" to ensure the spiral upgrading of content [7]. Wang Shurong and Wang Qingpei emphasized the need to promote in-depth integration based on the characteristics of different educational stages,

and conduct student situation analysis and teaching design in accordance with the cognitive styles, ideological trends, value orientations and behavioral characteristics of students at different stages[23]. In terms of teaching staff construction, Xiao Kun, Xie Jun and others advocate jointly establishing a cooperative training mechanism for teachers, and building an "ideological and political exchange circle" through methods such as "hand-in-hand" lesson preparation, cross-stage exchanges, and mutual assistance in teaching and research [24][16]. Pang Chunyang systematically studied the integration of teacher training and proposed that emphasis should be placed on top-level design, improvement of mechanism construction, promotion of achievement transformation, and optimization of resource guarantees [17].

##### **4.3. Micro Level: Innovating Teaching Methods and Empowering with Digital Technology**

In micro-teaching practice, innovation in teaching methods and technological empowerment have become new growth points. Li Fang, Chen Ling and Ji Xiao, taking "promoting the building of a community with a shared future for mankind" as an example, systematically explored the application of thematic teaching in the integration of ideological and political courses in universities, secondary and primary schools, and constructed a teaching model of "research in discussion - exchange in discussion - practice in discussion"[25]. In terms of technological empowerment, research achievements are particularly abundant. Liu Siyuan and He Miao analyzed the coupling mechanism of generative artificial intelligence empowering the integrated construction of ideological and political courses, believing that generative artificial intelligence can realize the coupling and integration of teaching space, thinking and design, but it also brings risks such as the weakening of educators' authority and the decoupling of generated content from educational goals [26]. Based on empirical research, Li Sheliang and Wang Chen proposed to build a new professional, three-dimensional and dynamic teaching system by empowering curriculum resources, teaching methods, teaching staff and assessment and evaluation through digitalization [27]. Jiang Guofeng put forward specific countermeasures for digital technology empowerment from aspects such as building a technology sharing platform, establishing a technological cognitive mindset, and formulating constraints and regulations[18]. These studies have promoted the transformation of ideological and political teaching from the traditional mode to a human-computer collaborative smart education mode.

#### **5. Special Research on Integrating Specific Educational Resources into the Integrated Construction of Ideological and Political Courses in Universities, Secondary and Primary Schools**

Systematically integrating specific educational resources into the integrated teaching of ideological and political courses in universities, secondary and primary schools has been a major highlight of research in the past three years. Such research has clear themes, definite paths and strong practicality, providing valuable experience for enriching the content of integrated teaching.

## 5.1. Integration of Red Resources

Lu Jianfen, Wang Yiheng and other scholars have discussed the theoretical logic and practical strategies of integrating red resources into the integrated teaching of ideological and political courses, emphasizing the construction of a curriculum path combining thematic penetration and learning stage adaptation, and realizing the theoretical shift from "resource integration" to "value generation" through method innovation and digital empowerment [28][29]. Zou Shaoqing, Huang Xu and others focused on the integration of the spiritual pedigree of Chinese Communists, such as the Hongyan Spirit, Lei Feng Spirit and Scientist Spirit, and put forward specific paths such as integrated thematic integration, differentiated case integration and diversified embedded integration, aiming to pass on the red gene and revolutionary torch from generation to generation [30][31].

## 5.2. Integration of Fine Traditional Chinese Culture

Yao Luxin and Yang Wenxuan believe that integrating fine traditional Chinese culture into the construction of ideological and political courses in universities, secondary and primary schools is of great value for promoting the connotative development of ideological and political courses and cultivating students' cultural confidence, and proposed paths such as in-depth exploration of ideological and political elements, establishment of hierarchical educational goals, and improvement of the guarantee system [32]. Cao Lei and Zhao Chunming hold that promoting the integration of fine traditional Chinese culture into the integrated construction of ideological and political courses is a key measure to implement the principle of fostering virtue through education and improve the quality of education. It helps guide students to firmly uphold ideals and beliefs, cultivate a deep sense of patriotism and temper a spirit of hard work.

## 5.3. Integration of Other Themes

Cai Wanjuan and Liu Dawei, based on systematic thinking, explored the integration of labor education into ideological and political courses in universities, secondary and primary schools, analyzed its systematic characteristics and practical predicaments, and proposed promotion strategies from multiple aspects such as educators, learners, curriculum systems and evaluation systems[33]. Cui Shuyi, He Husheng and others studied the integration of education for forging a strong sense of community for the Chinese nation, emphasizing the need to combine the cognitive laws of students at different educational stages and achieve a progressive process from emotional identification to ideological identification and then to political identification through common-sense, knowledge-based and philosophical education [34][35]. These special studies have greatly enriched the content supply for the integrated construction of ideological and political courses and enhanced the contemporaneity and appeal of ideological and political courses.

## 6. Conclusion and Prospects

In summary, from 2023 to 2025, domestic research on the integrated construction of ideological and political courses in universities, secondary and primary schools has made considerable progress, presenting the following main characteristics: First, the research perspective has been

continuously expanded. From the early advocacy of concepts and discussion of principles, it has deepened into systematic research on specific links such as management systems, curriculum standards, teacher training, teaching methods, and digital empowerment. Second, research methods have become increasingly diverse. On the basis of traditional speculative analysis, methods such as textual analysis, case studies, and empirical investigations have been widely used, enhancing the scientific nature and practical pertinence of research. Third, the research focus is highly concentrated. The construction of collaborative mechanisms, the innovation of practical paths, and the integration of educational resources have become the three core topics, reflecting the academic community's in-depth shift from "why to integrate" to "how to integrate". Fourth, theoretical innovation and practical exploration are closely integrated. A number of achievements have emerged, such as "enhancing faith through integrated construction", the "SCRVS Model", and the thematic teaching model, which have both theoretical depth and practical value.

Despite the fruitful results, there is still room for expansion in current research. First, empirical research and quantitative analysis need to be strengthened. Most existing studies are qualitative analyses and countermeasure discussions, lacking empirical tests based on large-scale and long-term data. How to scientifically assess the effectiveness of integrated construction is an urgent problem to be solved. Wang Zailiang and Zhou Dongwei put forward the idea of constructing a development index for the integration of ideological and political education (TID and SID models) in universities, secondary and primary schools, which provides useful ideas for quantitative evaluation and is worthy of further research. Second, continuous attention should be paid to the return and deepening of the essence of "nurturing people" in the process of integrated construction. Shi Shuchen et al. emphasized that the ultimate goal of integrated construction is education, and it is necessary to prevent the tendency of "curriculum integration" replacing "education integration", adhere to the essence of education, clarify educational goals, and enhance educational functions. Third, research on the collaborative education mechanism among families, schools and communities under the background of "fostering virtue through education in an all-encompassing environment" is still insufficient. Wei Ziyang et al.'s research indicates that school education is the main battlefield, but family, social, network, psychological and other environments are equally important. How to build a collaborative education "ecosystem" is an inevitable requirement for the in-depth and solid advancement of integrated construction.

Looking ahead, research on the integrated construction of ideological and political courses in universities, secondary and primary schools will present the following trends: First, research will pay more attention to interdisciplinary integration, absorbing theories and methods from multiple disciplines such as education, psychology, sociology, management and information science to enhance the comprehensiveness and scientific nature of research. Second, how digital technologies such as artificial intelligence and big data can deeply empower the entire chain of integrated teaching will become a cutting-edge research hotspot. Third, the exploration of regionalized and characteristic integrated construction models will be more in-depth; for example, integrated construction in ethnic minority areas and vocational education will become important research directions. Fourth, the construction and evaluation of long-

term mechanisms will become the focus of research, promoting the integrated construction to shift from project-based and campaign-style exploration to regular and institutionalized operation.

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