

# Research on the Cooperative Education Mechanism of Ideological and Political Education and Curriculum Ideological Education in Universities from the Perspective of Chinese Modernization

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**Abstract:** Based on the current situation of ideological and political education in universities under the background of the new era, this paper summarizes the existence collaborative educational mechanism of ideological and political education and curriculum ideological education under the background of the great ideological and political education. There are some problems such as the separation of ideological and political curriculum, the lack of integration of Chinese modernization theory into the ideological and political education, the emphasis on external form and the lack of internal coordination. To this end, the relevant countermeasures are put forward: jointly excavating the elements of ideological and political education, integrating the connotation of Chinese modernization, enriching the form of ideological and political collaborative education, and improving the evaluation system of ideological and political collaborative education. Colleges and universities should build a whole-person, whole-process, all-directional “great ideological and political course” curriculum system, break the past ideological and political courses of the status quo, the implementation of moral and political roots. This task is to achieve the educational goal of training qualified builders and successors for the socialist cause.

**Keywords:** Ideological and Political Education; Curriculum Ideological Education; Chinese Modernization; Cooperative Education Mechanism.

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## 1. Introduction

Chinese modernization is a socialist modernization led by the communist party of China. It shares common characteristics with the modernization of other countries, while also possessing unique features based on China national conditions. The 20th national congress of the communist party of China started a new journey to comprehensively build a modern socialist country and comprehensively advance the great rejuvenation of the Chinese nation. Grounded in the new era and new journey, ideological and political education, which cultivates politically qualified and ideologically sound talents for Chinese modernization, is a primary means of enhancing national cohesion and the creativity of the people in the current environment of ideological pluralism. As a crucial front for disseminating the party's innovative theories, training builders of Chinese modernization, and fulfilling the fundamental task of fostering virtue and talent, higher education institutions bear five major functions: talent cultivation, scientific research, social service, cultural inheritance and innovation, and international exchange and cooperation. They will undoubtedly play a key supporting role in advancing the process of Chinese modernization, which is also the historical mission and contemporary task assigned to higher education in the new era and new journey. In the new era, ideological and political education in universities should adhere to the value orientation of the comprehensive and free development of individuals, shouldered with the important mission of nurturing souls and talents for Chinese modernization, and better serve the strategic goal of comprehensively building a socialist modern country.

In March 2021, General secretary Xi first proposed the

concept of the big ideological and political course, emphasizing that we must make good use of the big ideological and political course and it must be integrated with reality. We cannot deliver ideological and political courses by just reading documents. The report of the 20th national congress of the communist party highlights the need to cultivate youth of the new era who are idealistic, willing to take responsibility, able to endure hardships, and ready to strive. Ideological and political education in higher education during the new era is fundamental to moral integrity and talent development. Integrating Chinese modernization into the broader ideological and political education not only helps college students clarify the direction of the party and the nation's progress and understand the goals and major policies of party and national development, but also enables them to awaken to the historical responsibilities of seeking national rejuvenation and the happiness of the people. By grasping the strategic importance of nurturing talent for the party and country, listening to students' needs for growth and development, accurately understanding their ideological trends, and actively exploring new educational resources, employing new virtual reality techniques, innovating new theoretical and practical models, and reforming educational concepts and thinking, we can evoke college students' patriotic enthusiasm and sense of duty through the great cause of Chinese modernization. This will articulate the new achievements in our country's modernization, the new opportunities we face, and the new missions we shoulder, thereby facilitating the integration of personal development with national progress and empowering the historic mission of comprehensively advancing the great rejuvenation of the Chinese nation.

With the strong development of the nation, relying solely on ideological and political courses for the ideological and

political education of students in higher education no longer meets the practical needs. This necessitates that all courses and all teachers in universities play a role in nurturing students, with the aim of fostering virtue and character, thereby better cultivating talent in education and teaching. Whether it is ideological and political courses or the integration of ideology into other courses, their emergence reflects the requirements of national ideological construction and social development. Although they play different roles and bear different social expectations in higher education, they collectively serve the goal of fostering virtue and character. Effectively utilizing classroom teaching as the main channel to form a new pattern of collaborative education between ideological and political courses and other courses has become a trend of the times, holding significant value in guiding the cultivation of a new generation capable of shouldering the responsibilities of national rejuvenation. However, under the collaborative education framework, how to establish a mechanism for the synergy between ideological and political courses and other courses, ensuring that ideological and political theory courses continue to align and progress together with other courses towards the common educational goal of fostering virtue and character, has become an important topic worthy of in-depth exploration. Ideological and political courses cannot operate in isolation; they must fully integrate with other specialized courses, adopting a broad perspective and expanding horizons to construct a collaborative education framework of big ideological and political education. Achieving the ultimate goal of collaborative education will jointly contribute to the cultivation of qualified builders and reliable successors for socialism with Chinese characteristics in the new era.

## **2. Research Contents**

### **2.1. Analysis of Current Ideological and Political Education in Chinese Universities**

#### **2.1.1. The Separation Between Ideological and Political Education and Curriculum Ideological Education Still Exists**

When the concept of curriculum ideological and political education had not yet been proposed, the main areas of ideological and political education in higher education institutions were primarily the responsibility of ideological and political course teachers and counselors who worked with students. Professional course teachers mainly focused on students' cultural knowledge acquisition and practical skills development. With the introduction of the concept of curriculum ideological and political education, the large-scale ideological and political education mechanism has become a long-term systematic project. Although there has been some improvement in the long-standing situation of ideological and political courses operating in isolation, there remains a significant gap between the requirements set by the general secretary and the central committee for ideological and political work in higher education institutions. In educational practices, there is often a neglect of guiding students' ideological values, leading to the phenomenon of islands in ideological and political courses. This results in a situation where ideological and political courses and curriculum ideological and political education operate independently, impacting the effectiveness of ideological and political education in higher education institutions. Currently, as the implementation of curriculum ideological and political

education deepens, a comprehensive educational framework for character development in higher education is gradually taking shape. However, some professional course teachers subconsciously believe that providing ideological and political education to students is not part of their primary responsibilities; they feel they only need to fulfill their own teaching and research tasks. Some ideological and political course teachers also conservatively stick to their positions, lacking collaboration and communication with professional course teachers. The phenomenon of ideological and political courses, professional courses, and general education courses operating independently still exists, and the collaborative educational efforts in ideological and political education face significant challenges ahead.

#### **2.1.2. The Degree of Integrating Chinese Modernization Theory into Ideological and Political Education is not Enough**

At present, we are at a historical juncture where the great rejuvenation strategy of the Chinese nation intersects with significant changes in the world that have not been seen in a century. As a necessary means to achieve human modernization, ideological and political education in universities plays an essential role in the coordinated advancement of individual and social development. General secretary Xi pointed out, we must view ideological and political courses in the context of the monumental changes in the world and the overall development of the party and the country. We need to approach these courses from the perspective of upholding and developing socialism with Chinese characteristics, building a modern socialist country, and realizing the great rejuvenation of the Chinese nation. The cultivation and promotion of socialist core values are aimed at educating and guiding young college students to become steadfast believers, active communicators, and exemplary practitioners of these values. However, currently, the primary focus in the ideological and political education process is patriotism and love for the party, while there is a lack of education on confidence in our path, theory, system, and culture. In response to the underlying issues of contemporary modernization challenges, ideological and political education should be grounded in the new historical context and elevated standards, utilizing methods such as theoretical interpretation, policy dissemination, social mobilization, and clarifying doubts. This will deepen societal members' understanding of the operational logic behind why Chinese modernization is good, why it is feasible, and why it works, allowing them to fully align with the strategic planning and value stance of Chinese modernization.

#### **2.1.3. Ideological and Political Integration Education Focuses on External Forms and Lacks Internal Coordination**

The construction of ideological and political education in higher education institutions is currently a focal point for the reform and innovation of ideological and political education in universities. It serves as an important carrier for studying and implementing Xi's thought on socialism with Chinese characteristics for a new era. At present, universities are actively promoting and advancing curriculum-based ideological and political education through various initiatives to motivate and carry out the collaborative education work of ideological and political education. They regularly hold teacher salons and teaching demonstrations to strengthen communication and exchange among teachers of various courses. Activities such as competitions to enhance teachers'

capacity for integrating ideological and political education into their courses and the selection of high-quality courses related to ideological and political education are designed to stimulate teachers' enthusiasm for incorporating these elements into their teaching. However, in practice, some teachers, in order to fulfill the task of ideological and political education, rigidly apply relevant materials, making the ideological and political elements in classroom teaching appear full. The collaboration between ideological and political course teachers and specialized course teachers tends to lean towards a utilitarian approach, and the communication between them has lost its true significance. As a result, in the process of integrating ideological and political education between ideological courses and other courses, there is an emphasis on external forms while lacking internal coordination and response, leading to a superficial appearance of the collaborative education mechanism.

## **2.2. The Challenge of Ideological and Political Education in Universities under the New Situation**

### **2.2.1. Misconceptions about the Collaborative Education Concept of the Big Ideological and Political Education**

Currently, some university teachers are falling into cognitive misunderstandings regarding the implementation of ideological and political education, leading to a rigid understanding that makes the collaborative education model of integrating ideological and political elements into professional courses merely superficial. Some ideological and political course teachers believe that organically incorporating ideological and political elements into professional courses may undermine the key position of ideological and political courses and weaken their educational role. Meanwhile, some professional course teachers feel that "ideologizing" their courses could increase their workload and hinder the effective delivery of professional content. Additionally, teachers often do not comprehensively explore the materials for integrating professional characteristics into ideological and political education, lacking in-depth investigation into the methods and pathways for doing so. During the organization and implementation of course teaching, teachers tend to adopt relatively fixed teaching guidance models, focusing more on the instruction and explanation of theoretical knowledge while neglecting the guidance and education of students' ideological development. The duration of ideological and political theory courses in classroom teaching is relatively short compared to professional courses, leading students' understanding of the content to often remain at a superficial level. This not only limits the guiding role of ideological and political courses in shaping students' thoughts but also significantly diminishes the overall effectiveness of education. The challenge in the collaborative implementation of ideological and political courses and curriculum lies in the cognitive issues faced by teachers. Currently, some teachers have misconceptions about the concept and implementation of collaborative education in ideological and political contexts.

### **2.2.2. The Forms of Collaborative Education in the Big Ideological and Political Education need to be Diversified**

In the context of a teacher-led approach to ideological and political education, there exists a certain contradiction

between the inherent content of ideological and political courses and the richness of elements related to ideological and political education within the curriculum. Some subject teachers deliberately emphasize ideological and political education in their classes, failing to achieve a combination of explicit and implicit education. They lack the integration of the first classroom and the second classroom to fulfill the goal of ideological and political education, which prevents students from genuinely feeling and experiencing the content of ideological and political education from the perspective of Chinese modernization. Furthermore, some teachers view the integration of ideological and political elements into professional courses as a deviation from traditional ideological and political classes. Additionally, some teachers lack targeted teaching that considers the characteristics of the majors they teach, and they do not adequately explore in-depth teaching resources based on ideological and political education. There is also a deficiency in organically integrating knowledge education, emotional education, value education, and the theory of Chinese modernization to achieve the overarching goal of ideological and political education. This results in students experiencing a sense of monotony during the learning process of ideological and political courses, diminishing the appeal of these courses, and their teaching effectiveness is likely to weaken and fade away as the course concludes.

### **2.2.3. The Evaluation Index of Collaborative Education in the Big Ideological and Political Education needs to be Improved**

The collaborative education model of the big ideological and political education emphasizes the synergistic cooperation between ideological and political courses and the integration of ideological education into various subjects, in contrast to traditional curriculum teaching models. Due to certain differences between the collaborative education model and traditional teaching methods, teachers have not developed a content system for evaluating teaching effectiveness that aligns with the collaborative education model. Currently, the commonly used evaluation indicators tend to focus on the assessment scores of theoretical courses and the participation outcomes of some practical activities, without incorporating elements such as the theory of Chinese modernization, ideals and beliefs, and moral education into the evaluation system for the big ideological and political education under the collaborative model. This is not conducive to a comprehensive evaluation of the teaching effectiveness of ideological and political courses for students, nor does it adequately reflect the distinction between the collaborative education model and conventional ideological courses and their separate educational approaches. It fails to demonstrate the ideological guidance and value reshaping that arise from their collaborative integration.

## **3. The Idea and Method of This Research**

### **3.1. Clarify the Concept of "Big Ideological and Political Education" and Explore the Elements of Ideological and Political Nurturing**

Both "ideological and political education" and "curriculum ideological education" require teachers to start from the essence of education, which is to cultivate virtue and nurture

individuals, and to establish the educational philosophy of training qualified builders and successors for socialism. Ideological and political education inherently carry the function of ideological and political education and are considered explicit ideological and political education. The curriculum ideological education involves embedding ideological and political education within course instruction, representing implicit ideological and political education. It is necessary to regularly hold training salons for teachers of ideological and political courses and professional courses to exchange experiences, cultivate collaborative concepts, break down barriers in ideological and political education across different disciplines, integrate the elements of ideological and political education contained in various courses, identify effective entry points for collaborative education in ideological and political education, and construct a complementary system for collaborative education. This will form a synergy in collaborative education and effectively guide students to develop deeper levels of ideological understanding.

### **3.2. Construct Teachers' Ideological and Political Education Quality and Integrate the Connotation of Chinese Modernization**

Based on the nature of ideological and political education courses and the requirements for teachers' capabilities in the broader context of curriculum-based ideological education, universities should ensure the comprehensive enhancement of teachers' educational abilities through theoretical knowledge training and the provision of practical development platforms and opportunities. Integrating the theory of Chinese modernization into the broader ideological education will guide students to closely align their career aspirations with the needs of the country and the expectations of the people. It is essential to stay updated on the latest ideological theories and developments, using real-life cases to inspire students' patriotism and love for the party. There should be a planned and purposeful approach to shaping college students' worldview, outlook on life, and values, enabling them to fully adapt to the strategic deployment and value stance of Chinese modernization.

### **3.3. Enhance the Guidance of Ideological and Political Education, and Enrich the Collaborative Education Methods of the Broader Political Advisory System**

Although most university students are adults with a certain level of autonomous learning ability and cognitive understanding, for courses like ideological and political education that have a strong theoretical foundation and fixed content, if teachers fail to simultaneously optimize the design of teaching content and methods when integrating ideological elements into professional courses, the effectiveness of ideological education for students will be minimal. Therefore, collaborative education classrooms need to actively incorporate computer information technology, multimedia platforms, or online learning systems based on MOOCs to enrich educational resources, enhance the interaction between teachers and students in ideological education, and bridge the gap between offline and online classrooms. Teachers can explore aspects such as patriotism and the spirit of craftsmanship from the perspective of great nation craftsmen during the process of collaborative ideological education,

deeply excavating the ideological elements within relevant professional courses, and expanding various forms and pathways of collaborative ideological education.

### **3.4. Introduce Feedback Mechanism for Ideological and Political Education to Improve the Collaborative Evaluation System for Comprehensive Education**

Evaluating the effectiveness of the integration of ideological and political education courses with the curriculum is an important task. Given the abstract and humanistic nature of the elements of ideological and political education, the evaluation indicators for comprehensive ideological education must inevitably incorporate the standard evaluation criteria for conventional ideological education. The requirement of fostering virtue and character should be clearly integrated into the comprehensive ideological education system, implemented in areas such as supervision and assessment, professional title evaluation, and performance rewards, while strengthening the education of teacher ethics and conduct. A feedback mechanism for learning should be introduced in the process of comprehensive ideological education, allowing for the development of teaching evaluation standards that align with it. The evaluation criteria under the comprehensive ideological education model should include students' moral thoughts, ideals and beliefs, and the state of their moral behavior norms, combining both abstract and concrete evaluation indicators to fulfill the role of scientific education and meet the requirements for scientific educational evaluation within the comprehensive ideological education model.

## **4. Conclusion**

The work of cultivating talent in higher education is primarily supported by the concept of big ideological and political education, which has become a focal point for advancing the ongoing development of ideological and political education. Exploring the relationship between ideological and political courses and curriculum-based ideological and political education within the context of Chinese modernization promotes the effective integration and collaborative cultivation of both, which holds profound guiding significance for current efforts in higher education to advance the construction of big ideological and political courses, strengthen the reform and innovation of ideological and political courses, and deepen the development of curriculum-based ideological and political education. The establishment of a collaborative education mechanism for ideological and political courses and curriculum-based ideological and political education in higher education under the lens of Chinese modernization is an objective requirement for fulfilling the fundamental task of fostering virtue and nurturing talent. Starting from big ideological and political education, it is essential to coordinate the advancement of ideological and political courses and curriculum-based ideological and political education from the perspective of Chinese modernization, continuously expanding and enriching the forms of ideological and political education in higher education, and comprehensively enhancing the quality of ideological and political education work in the new era.

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