

Research on "Integration of Ideological and Political Theory Course": Overview, Review and Prospects -- Bibliometric analysis based on CNKI journals

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Abstract: In order to systematically review the research results on "integration of ideological and political theory course" in China, we use bibliometric analysis to analyze 283 relevant documents in CNKI database, including the analysis of chronological development trend, the analysis of the amount of articles published by high-producing authors and core institutions, and the analysis of keyword concentration. The research analysis revealed that the research on "integration of ideological and political theory course" is mainly focused on three levels, namely, the scientific connotation of what "integration of ideological and political theory course" is, why "integration of ideological and political theory course" is implemented, and the practical path of how to implement "integration of ideological and political theory course". On the basis of this, we give an outlook on the weaknesses of the research content, research subjects, and research methods, hoping to provide some reference and reference for future academic research on "integration of ideological and political theory course".

1. Introduction

As the main battlefield, main channel and main position of students' ideological and political education, the ideological and political theory course undertakes the important mission of establishing moral education, nurturing the soul and convincing people with reasoning, which is not only the spiritual nourishment for students to grow up strongly during the "plucking and gestation period", but also the Olympic flame that nurtures the future of the motherland and transmits the hope of the nation, whose role is self-evident [1]. As General Secretary Xi Jinping said at school ideological and political theory teacher forum, "the role of ideological and political theory course is irreplaceable", "which requires us to educate and train the next generation well, starting from schools and from children", "Coordinate and promote the integrated construction of the ideological and political theory courses

in universities, schools and colleges, and promote the connotative development of the ideological and political theory courses construction" [2]. To this end, academics actively respond to the Party's education policy, interpret and care for the integration of the ideological and political theory course in universities, school and college from the level of doctrine.

2. General overview of the research on "integration of the ideological and political theory course"

Using the "advanced search" function in the CNKI database, the subject was searched by setting the search category as "periodicals", the search topic as "integration of the ideological and political theory course in schools and colleges "or with "integration of the ideological and political theory courses", set the source category as "all journals", and the search date as "March 14, 2021", and manually the total number of Chinese documents obtained was 283, after deleting invalid or duplicate documents.

2.1 Analysis of trends in the chronology of literature

By plotting the chronological distribution of literature on the study of "integration of the ideological and political theory course" (as shown in Figure 1), we can clearly observe the degree of attention and development speed of academic research on this topic. From Figure 1, it can be seen that, on the whole, the research on "integration of the ideological and political theory course" is on the rise. The first article on this topic was born in 2010, and the research on this topic was largely stable until 2018, with a total of 105 articles and an average annual publication volume of about 12 articles. However, since 2018, the number of articles on this topic began to increase abruptly, especially in 2020 when the number of articles reached 130, accounting for about 48% of the total selected literature, which is currently among the highest values. However, just after sending off 2020 and taking a step towards 2021 is not yet far away, the number of research literature bidding farewell to 2020 just over 3 months has already reached 118 articles, second only to the previous highest value of 130 articles in the literature. Therefore, according to this development trend, we boldly predict that its total number of publications in 2021 will definitely surpass the record high of 2020 and achieve continued growth. It is worth noting that the year 2018 is a watershed year, why the research on this topic was not hot before 2018, but since then there has been a "spurt" in the academic community? It is found that before 2018, articles on "integration of the ideological and political theory course" were only funded by a few provincial or Ministry of Education funds and had a small impact. For example, in 2010, Fang Yuping's article, called "On the Analysis of the Integrated Construction of Practical Teaching of Ideological and Political Theory Courses in Colleges and Universities", was funded by the Anhui provincial project. There are a number of other topics such as these, so I will not list them all for now.

After 2018, especially in 2019, since General Secretary Xi Jinping delivered an important speech at the symposium for teachers of ideological and political theory courses in schools, the academic circle has followed the Party's policy and public opinion guidance and set off a wave of research on "integration of ideological and political theory course". In August of the same year, the General Office of the CPC Central Committee and the General Office of the State Council issued in written form "Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory

Classes in Schools in the New Era", which put forward valuable opinions on the construction of the "integration of ideological and political theory course", emphasize "adhering to the role of political leadership and value leadership of ideological and political education in the curriculum system, and coordinate the integrated construction of ideological and political theory courses in universities and colleges" [3]. Later, the National Social Science Foundation also gave a generous grant for this research, and the scope of its influence became broader and more far-reaching, thus achieving a quantitative leap.



Figure 1: Chronological distribution of the literature on the study of "integration of Civic Studies"

2.2 Analysis of Highly Prolific Authors and Core Institutions

According to Price law in bibliometrics: $M=0.749*(N_{max})^{0.5}$, (N_{max} indicates the number of articles by the most prolific author in the subject study, while M indicates the minimum number of articles by the core authors calculated by this formula). After consulting the CNKI database, we know that N_{max} is 3, so the M value is about 1.3. Then authors who have published more than or equal to 2 articles can be called high-producing authors. (Note: The authors with the same name "Mei Li" in serial number 5 and serial number 17 are affiliated with Zunyi Medical University and Xinjiang Normal University, respectively). As can be seen from Table 1, the author who topped the list of publications was Zhang Jiannan (3 articles), followed by other authors with 2 articles, such as Wu Hongzheng, Wang Xuejian, and Shi Shuchen. Here, it is obvious that the number of 2 articles as a realistic criterion for classifying prolific authors or not, precisely confirms the remarkable characteristics of low total literature volume, low annual output, and recent hotness as described in the previous section.

Table 1: Total literature statistics of high-yield authors

Number	Author	number of literature	Number	Author	number of literature	Number	Author	number of literature
1	Zhang Jiannan	3	11	Yu Hua	2	21	Zheng Chongling	2
2	Yang Zengdong	2	12	Qiu Jiahong	2	22	Tu Xuelian	2
3	Yang Hongjun	2	13	Wang Xuejian	2	23	Shi Shucheng	2
4	Yang Qiufeng	2	14	Gao Yuanheng	2	24	Zeng Guangshun	2
5	Mei Li	2	15	Zhong Qingwen	2	25	Wang Xiaowei	2
6	Han Shuqing	2	16	Ren Jian	2	26	Xie Fengren	2
7	Mo Xiufeng	2	17	Mei Li	2	27	Song Zhihua	2
8	Su Jinxia	2	18	Shi Jiayou	2	28	Qian Shengjun	2
9	Wu hongzheng	2	19	Zhang Fengchi	2	29	Wang Fei	2
10	Lin Jing	2	20	Huang Yan	2	30	Deng Hongping	2

Table 2: Statistics on the number of core institutions

Number	Issuing Institution	Quantity
1	Shanghai Normal University	4
2	Tonghua Normal University	4
3	Beijing Normal University	4
4	Tianjin Vocational University	3
5	Jiangsu Nantong Textile Vocational and Technical College	3
6	Zhujiang City Vocational and Technical College	3
7	Changzhou Information Vocational and Technical College	3
8	Changzhou Mechanical and Electrical Vocational and Technical College	3

At the same time, we adopt the formula of Price law mentioned above: $M=0.749*(N_{max})^{0.5}$ ($N_{max}=4$ is the highest number of publications of core institutions in the field) to derive the number of core institutions to measure the research on the topic. So we find that: more than or equal to 2 articles as a measure. Given the large number of issuing institutions meeting such criteria, the top 8 core institutions were selected for display and analysis in order to highlight the focus and facilitate the study (as shown in Table 2). It is clear from Table 2 that Shanghai Normal University, Tonghua Normal University, and Beijing Normal University are the most active in this topic, sitting together at the top of the list with 4 articles. In terms of the number of articles published by the institutions, the research on "integration of ideological and political theory course" is more popular among universities or higher vocational institutions, and vocational institutions occupy a certain position among them. In terms of the geographical location of the institutions, the research institutions are mainly concentrated in the developed regions such as the eastern coast or the capital. It is not difficult to find the reasons for this, which are closely related to the region's educational tradition of respecting teachers, the historical heritage of talented people, rich and concentrated educational resources, and the unique financial strength. For example, in response to General Secretary Xi Jinping's speech on "integration of ideological and political theory course", Beijing, Shanghai and Jiangsu have taken the

lead in carrying out relevant research, and academic centers or academic alliances have been established one after another.

2.3 Keyword concentration analysis

In order to show the hotspot distribution of the research on "integration of ideological and political theory course" more clearly, we used bibliometric analysis to summarize the top 20 high-frequency keywords searched in the database of China Knowledge Network (CNKI) and drew a statistical table (shown in Table 3). As shown in Table 3, the top 5 keywords in this study were Ideological and Political Course (70 times), Ideological and Political Theory Course (56 times), Integration (33 times), University, School and College (24 times), and Practical Teaching (17 times) (the data in parentheses are the frequencies of the keywords). It is obvious from the concentration of the keywords that the research horizon of this topic is more focused on "higher education institutions", the research approach is more focused on "teaching mode", and the research method is more focused on "the integration of theory and practice", and more new age research results.

Table 3: Statistics of high-frequency keywords

Number	Key words	Frequency	Number	Key words	Frequency
1	Integration of ideological and political course	70	11	High school	10
2	Integration of ideological and political theory course	56	12	Ideological and political course in high school	10
3	All-in-One	33	13	Ideological and political course in highly vocational school	9
4	University, school and college	24	14	Teaching Reform	9
5	Hands-on teaching	17	15	Establishing moral education	8
6	New era	16	16	Teaching-doing integration	7
7	Higher Education Institutions	16	17	Ideological and political education	6
8	Integrated construction	14	18	Integrated construction of Ideological and political course	6
9	Teaching model	13	19	Integration of theory and practice	6
10	Integration of ideological and political theory courses in universities and schools	12	20	Practical Teaching in Ideological and political Course	6

3. Literature Review of " Integration of Ideological and Political Theory Course " Research

Reviewing the relevant thematic texts of previous academic scholars' research on "integration of ideological and political theory course" and the above general overview including the analysis of the chronological trend of literature, the analysis of high-producing authors and core institutions, and the analysis of keyword concentration, we have distilled, summarized, and integrated the main contents

of integration research into the following three key areas of concern.

3.1 What is "Integration of Ideological and Political Theory Course"

First of all, in order to understand and know something comprehensively, then examining and defining the concept and connotation of the thing must be its fundamental and prerequisite. Therefore, in order to achieve the fundamental purpose of "coordinating and promoting the integrated construction of ideological and political theory course in universities and schools, and promoting the connotative development of it", we must know what integration of ideological and political theory courses means, in other words, that is, the scientific connotation of "ideological and political theory courses are integrated". In view of this, scholars expressed their views and suggestions, hoping to give a deeper interpretation of the "integration of ideological and political theory course" from multiple perspectives. Lu Lige and Ye Xuyan take the concept of "integration" as the starting point, point out that "integration" refers to the process in which multiple subjects that are independent of each other are gradually classified into the same system and form each other due to the influence and constraints of certain principles, laws, methods and goals, etc. Then, they clearly introduce the scientific connotation of "integration of ideological and political theory course", and it is believed that "integration of ideological and political theory course" refers to the implementation of the principle of sequential, coherent and articulated teaching and learning processes in specific fields of universities, schools and colleges under the guidance and inspiration of the fundamental task of establishing moral education. So the teachers of these courses play an important role as "disseminators" and "channel keepers" [4]. Li Dongpo and Wang Xuejian have deeply and systematically elaborated the scientific connotation of the integrated construction of ideological and political theory courses from four levels, namely, the substantive direction, fundamental goal, systematic content and overall layout, and also pointed out that "from the holistic perspective of establishing moral education, integrating design and arrangement, collaborating teaching and education, optimizing articulation and integration, regulating content and operation, in a gradual and upward spiral process, to create a vertically articulated and horizontally integrated curriculum, teaching system and education system for all school levels in all regions, departments and schools" [5]. Based on the laws and characteristics of students' physical and mental development, Ma Baojuan and Zhang Tingting believe that the "integration of ideological and political theory course in universities, schools and colleges" is an integrated education system that scientifically and rationally arranges each academic period to achieve effective articulation and organic integration of curriculum objectives, teaching materials, education and teaching, and assessment and evaluation [6]. Li Xin offers unique insights on the meaning of "connotative development" and believes that the "integrated construction of ideological and political theory course" is a cross-school system project, which needs to take Xi Jinping's Socialist Thought with Chinese Characteristics for a New Era as the main line, socialist core values as the theme, deepen the reform and innovation of courses as the focus, fully exploit the resources for educating people in the courses, and integrate the "salt" of socialist core values into the "soup" of reform and innovation and knowledge transfer [7].

3.2 Why carry out " integration of ideological and political theory course "

On the basis of conceptual clarification and connotation definition, we continue to explore why

we should realize "integration of ideological and political theory course ", that is, the value of constructing "integration of ideological and political theory course" is to further deepen people's understanding of the essence and meaning of integration.

In other words, the former development is the theoretical premise of the latter research, and the latter research is the logical successor of the former development, the two are closely related and complement each other. In view of this, by reviewing and sorting out the literature, we attribute them to the following levels.

Firstly, from a political perspective, Shao Qinyan and Liu Zhenxia argue that "the integration of ideological and political theory course in universities and schools is an inherent provision of the socialist system with Chinese characteristics in the field of education", pointing out that the socialist system with Chinese characteristics not only constrains and regulates the development and connotation of the integration, but also guarantees the implementation and execution [8]. Xie Feng starts from the "integration of the curricula of universities, schools and colleges", believes that "the construction of integrated curricula" has an important value logic and summarizes it as "three needs", namely, the realistic need to implement the Party's educational policy, the need to achieve the goals of curriculum teaching, and the cognitive need to impart students' knowledge, and emphasizes that "promoting the integration of the curricula of universities, schools and colleges will help improve the curriculum goal system and help enhance the effectiveness of ideological and political education" [9].

Secondly, from the social level, Zhang Yongxia and Shen Laijin, from the interpretation of the policy text, argue that the ideological and political theory course shoulders the historical responsibility of cultivating builders, successors and newcomers of the times, and "is an inevitable requirement of social development" and its role is irreplaceable [10]. Based on the actual construction of the teachers' team of ideological and political theory course in Northeast China, Zhu Fu'en and Wang Dongmei analyzed the current situation and question of team construction and development, and pointed out that the construction of "integration of ideological and political theory course" is conducive to solving a series of long-standing practical problems such as talents, leaders, treatment, system and mechanism, cultivating excellent talents and improving teaching quality [11].

Finally, from the perspective of practice, Deng Hongping and Zhong Qingwen want to add bricks to the construction and development of courses in higher education institutions, and profoundly discuss the theoreticality, necessity and feasibility of the teaching reform of "integration of theory and practice" in ideological and political theory course, and believe that the value concept of "integration of theory and practice" responds to the development requirements of open learning environment, fragmented learning time, independent learning content and unlimited learning communication, on this basis, the construction of a learning community is proposed [12].

3.3 How to Implement the " Integration of Ideological and Political Theory Course "

Although the academic research on "integration of ideological and political theory course" has been covered in 2010, the overall number of literature is still small, and the research is still at the initial stage, facing many challenges to be solved. Throughout the academic research results, the research on how to realize the "integration of ideological and political theory course", that is, the research on the construction path of the "integration of ideological and political theory course", scholars have generally offered two levels.

On the one hand, from the macro level, on how to implement the "integration of ideological and political theory course", Cheng Yong and Zhang Fengchi uniquely answer the questions of "what kind of people", "what kind of morality", "what kind of teaching" and "how to teach". They believe that the fundamental task of establishing moral education as a guide, building an overall unity, clear objectives, perfect system, and orderly articulation of the "integration of ideological and political theory course" teaching system is the only way to crack the "integrated education" problem [13]. Chen Liwei believes that the "four-dimensional integration" of time, space, practice, and discipline construction is a sufficient and necessary condition for the integration of "ideological and political theory course", and is the key to "buckling the first button of life" [14]. Wu Hongzheng argues that "the law of values education is the basis for the integrated construction of university and elementary school ideological and political theory courses", so we should follow the law of cognition, the law of knowledge layout, the law of learning progression, and the law of teaching unity, supported by policies and adhering to problem orientation, and try to overcome the real dilemma of "each one working on its own" and "fighting alone" [15].

On the other hand, at the micro level, the "integrated construction of faculty" [16], "integrated construction of course content" [17], "integrated construction of course materials" [18], "integrated construction of academic segments" [19] and other specific paths have constructed the important content of "integrated construction of ideological and political theory courses". For example, Wu Hongzheng and Xu Zhonghui, based on the realistic needs and overall goals of the integrated construction of teachers, put forward constructive opinions on the integration of teachers in universities and schools from the triple dimensions of teaching and education, research and creation, and teacher development, pointing out that "the integrated construction of teachers is the right thing to do to realize the organic unity of education of two natures, ideological education and intellectual education, under the new historical orientation and new historical mission", and to realize the integrated construction of ideological and political theory courses in universities and schools, it is necessary to build a community of teachers with integrated teacher ratios, integrated structure, and integrated quality [20]. Another example is that Chen Shuqing, based on the overall perspective of "big ideological and political theory course", deeply analyzed the essence of course and its intrinsic meaning with the integrated construction of teaching materials for ideological and political theory course, and made top-level design on the planning objectives, preparation contents and organization form of teaching materials. It is believed that the preparation of teaching materials for ideological and political theory courses in the new era should not only "build a three-dimensional teaching material system with vertical connection, horizontal association, and interoperability of categories", but also optimize the editorial and review structure, increase research efforts, and improve the governance system, so as to comprehensively build a teaching material system for ideological and political theory course in the new era [21].

In addition, "integration of institutional mechanisms" [22], "integration of online teaching" [23], "integration of science and practice" [24], "Integration of teaching and research" [25] and other studies are also welcomed by many scholars in the academic field. But all in all, no matter at the macro level or at the micro level, they are valuable assets to promote the implementation of "integration of ideological and political theory course", with significant reference value and important practical significance.

4. Prospects for the Research of " Integration of Ideological and Political Theory Course "

Since 2010, the specific concept of "integration of ideological and political theory course" has not been explicitly proposed, but project topics related to its content have emerged, and later in 2018, the research on this topic has gradually become a hot topic following the Party's educational policy, and the follow-up has shown a "blowout" good development trend. However, by using bibliometric analysis, in the process of systematically sorting and analyzing the 283 literature on the study of "integration of ideological and political theory course" in the database of China Knowledge Network (CNKI), we found that there are still some weaknesses that need to be developed and improved.

First of all, in terms of research content, as a hot topic that has been increasing in recent years, whether it is theoretical argumentation or practical research, there is not much high-quality and high-level literature on this topic, and the research presents the real dilemma of diverse forms but poor theoretical depth. From the existing results at the micro level alone, we can intuitively see from the quantity that there are various categories of research on the realization path of "integration of ideological and political theory course", but the depth of research is not enough, which needs to be further explored and deepened by the academic community. For example, "integration of teaching and practice" (14 articles), "integration of faculty" (7 articles), "integration of curriculum and teaching materials" (15 articles), etc. (The numbers in parentheses indicate the number of articles published in core journals for such topics). Another example, in the definition and interpretation of the core concept of "integration of ideological and political theory course", the study has a single theoretical vision, and the interpretation of the concept is slightly ambiguous and "homogenized", which also needs to be further clarified.

Secondly, as far as the research subjects are concerned, the nature of core institutions is prominent and relatively single, and the institutional strength needs to be strengthened. It is clear from Table 2 that among the top 8 core institutions, teacher-training colleges and higher vocational and technical institutions occupy the first 3 and the last 5 positions respectively, and the institutional attributes are clearly divided, with one category belonging to teacher-training colleges and universities leading the research frontier and the other category being higher vocational colleges and universities with prominent nature closely following them. However, it seems that the research on "integration of ideological and political theory course" is more popular and favored by higher vocational institutions, which are generally weaker than higher research institutions. Of course, this is also significantly related to the fact that the research is generally at the initial stage. In addition, by examining the specific attributes of the most prolific authors, we also find that the majority of journal authors are from education, political science, and law, while very few are from other disciplines. Of course, it is undeniable that the disciplinary affiliation of journal authors is, after all, very much related to the topic of the study. Therefore, it is inevitable that teachers of ideological and political theory course, who bear the important task of "forging the soul and educating people", will publish more articles. However, the research on "integration of ideological and political theory course" is not the patent of teachers of education, political science, law and other majors; scholars from different fields study the same issue, or generate sparks of collision of thoughts due to different disciplinary backgrounds and perspectives, thus triggering more inspirations and further promoting the construction and development of "integration of ideological and political theory course".

Finally, in terms of research methodology, the empirical interpretation of the text, which is clearly

exegetical in character, is always prevalent in the study, and empirical articles such as survey research, case interviews, and data analysis are lacking. Most of the contributors are university teachers, and their specific backgrounds and workplaces make it difficult for them to fully understand the role, function, dilemma, and practical rationale of primary and secondary schools in the construction of "integrated ideological and political theory course". Therefore, based only on work experience, talk about what is the "integration of ideological and political theory course", why "integration" and how "integration" is unconvincing. The conclusion is worthy of consideration and further examination. After all, to do learning can not only stay on the issue itself, should be through the phenomenon to clear the fog, to detect the essential features hidden in the depths.

In view of the above weaknesses in the study of "integration of ideological and political theory course", we believe that we can start from the following aspects to improve and break through.

First of all, in the research content, on the one hand, we should pay attention to the theoretical interpretation and practical innovation of the two lines of research, adhere to the two lines of parallel, coordinated and parallel, especially in the definition and clarification of the basic concepts, must not make the mistake of "if the foundation is not firm, the earth will shake", we should make "hard work" to lay the "foundation" firmly and solidly, so that the subsequent research will achieve the fundamental purpose of theory supporting practice and practice enriching theory. On the other hand, we should insist on the combination of macro and micro, treat the construction of "integration of ideological and political theory course" as a systematic project, fully explore the constructive resources contained in it under the concern of the fundamental task of establishing moral education, and focus not only on the systemic, hierarchical and overall construction, but also on the specificity, implementation and feasibility of construction, and build the system of teaching and educating people with integrated arrangement, orderly articulation and soul-casting.

Secondly, in the main body of research, on the one hand, we should systematically build the main force in the field of research, give full play to the significant advantage of scientific research capability of higher research institutes, and realize the research pattern of "leading from the point to the surface", while mobilizing experts and scholars from various disciplines and fields, with their different academic horizons, to make suggestions and add bricks to the construction of "integration of ideological and political theory course". On the other hand, we should enhance communication and cooperation among teachers of all academic levels. The "integration of the course" construction cannot be separated from the exchange and cooperation of teachers at all levels of schools and universities. Teachers at all levels should adhere to the basis of teaching and educating people in each school section, strengthen the exchange and cooperation with neighboring school sections in real time, carry out theoretical research and scientific research innovation, timely delivery of the latest research results of specific school sections, and strive to create a "teaching and research community" for the integration of "ideological and political theory course".

Finally, in terms of research methodology, the complexity, systematicity, and hierarchy of the study of "integration of ideological and political theory course" determine the difficulty of adopting a single theory to interpret practical activities. Therefore, it is necessary to closely combine the research object and the academic topic, adopt a multidimensional and multidisciplinary research perspective, adopt a research method that combines doctrine and argumentation, further enhance theoretical interpretation on the basis of a thorough understanding of the essence of the theory, and discuss in detail and systematically what is "integration of ideological and political theory course", why insist

on "integration of ideological and political theory course". The study will also examine the practical difficulties of what is necessary, possible and achievable for the integration of ideological and political theory course. Certainly, it is also a way to test the compatibility and feasibility of empirical strategies with the actual situation.

5. Conclusions and Discussion

Through the above analysis, it is easy to find that the integrated construction of ideological and political theory course is a systematic project, which involves various disciplines, fields and links, and requires the coordination and cooperation of teachers and researchers to continuously explore and make up for the existing deficiencies. Here, we can believe that in the near future, the integrated construction of ideological and political science courses will become inevitable and realistic.

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