

Research on the Paths to Advance the Integrated Construction of Ideological and Political Education across Universities, Middle Schools, and Primary Schools

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Abstract: Deepening the integration of "Ideological and Political Education across Universities, Middle Schools, and Primary Schools" is a necessary requirement for fulfilling the fundamental task of fostering virtue and cultivating talent. In past educational practices, ideological and political education across different educational stages has been characterized by a lack of coordination and disconnectedness, hindering students' overall development. To address this issue, this paper analyzes the connotation of the integrated construction of ideological and political education in the new era and clarifies the requirements for talent cultivation, thereby laying a theoretical foundation for the integrated construction across different educational stages. Through in-depth reflections on curriculum connectivity and holistic quality development, this study proposes paths for implementation, including strengthening an integrated teaching workforce, exploring integrated classroom instruction, and improving the mechanisms for integration, providing feasible practical guidance for integrated construction across universities, middle schools, and primary schools.

1. Introduction

The Ministry of Education, in its "Opinions on Strengthening the Construction of the Team of Ideological and Political Theory Teachers in Primary and Secondary Schools in the New Era", explicitly stated the need to leverage the radiating role of university Marxist colleges, actively aligning with the construction of teachers in the ideological and political education workforce in primary and secondary schools [1]. This aims to enhance the level of integration of ideological and political courses through the advantages of university talent pools, effectively promoting the integrated construction of ideological and political education across different educational stages. In the construction process of integrated ideological and political education, universities play a crucial role and should take on a leading role. However, the question of who should lead this integration has rarely been discussed, resulting in issues such as insufficient leadership, weak coordination, and unclear objectives in the integrated construction of ideological and political education. The ultimate

realization of this integration requires close cooperation among all educational stages, since the quality of ideological and political course instruction at each level will impact the effectiveness of the integration[2]. Ensuring quality education in ideological and political courses at each stage facilitates better educational continuity and enhances the final outcomes of integrated construction. As the "last mile" of ideological and political education, the quality of teaching in university ideological and political courses and the effectiveness of their construction directly influence the degree of integration achieved. Therefore, exploring the existing problems in university ideological and political course instruction in promoting integrated construction and proposing targeted improvement suggestions is of significant importance for enhancing the educational effectiveness of these courses and improving the outcomes of the integrated construction.

2. The Leading Role of Ideological and Political Courses in Promoting the Integration of Higher Education with Primary and Secondary Schools

The integration of ideological and political courses across universities, colleges, and schools is a strategic direction for the development of ideological and political theory education in the new era and an important measure to enhance educational effectiveness[3]. The active integration of ideological and political courses in higher education plays a positive role in implementing the fundamental task of fostering virtue and nurturing individuals, cultivating comprehensive socialist builders and successors, and promoting the reform and innovation of ideological and political courses in universities.

With advantages in talent cultivation, teaching resources, and research innovation, universities are positioned at the core of the integration of ideological and political courses across educational levels, bearing significant roles and responsibilities. In the process of advancing this integration, higher education institutions can provide strong support and guidance by leveraging their own advantages[4].

First, due to their strengths in talent development and theoretical research, universities play a unique role in the integration of ideological and political courses at different educational levels. Compared to primary and secondary school ideological and political education, universities have disciplines like Marxism, which offer advantages in systematic, theoretical, and specialized aspects of research and talent training, enabling them to provide high-quality resources for ideological and political courses. Through university leadership, high-level faculty and course material can be brought down to primary and secondary education stages, thereby improving the teaching quality of ideological and political courses at those levels.

Secondly, universities possess strong research and innovation capabilities. By conducting in-depth studies and explorations of course content and teaching methods, they can refine instructional models and methods that align with contemporary characteristics and the actual needs of primary and secondary school students, thereby influencing the whole ideological and political education reform. Additionally, as platforms for social discourse and opinion leaders, universities actively guide students to form correct worldviews, values, and outlooks on life through classroom teaching and social practice, fostering responsible and proactive civic consciousness. This influence extends beyond the universities and can radiate into primary and secondary schools through resource sharing, academic exchanges, and teacher training, helping youths establish proper values and promoting their healthy and comprehensive development.

As prestigious institutions in the field of education, universities are rich in teaching resources and professional knowledge. Leveraging their advantages in faculty strength, discipline building, and theoretical research, universities can share their teaching experiences and theoretical outcomes with ideological and political educators at the primary and secondary levels, facilitating exchanges

and learning among teachers. This cross-level communication can break down barriers among ideological and political educators in universities, colleges, and schools, enabling mutual learning and progress, and enhancing teaching quality. For instance, universities can organize specialized seminars, teaching training, and other activities to provide opportunities for face-to-face exchanges among ideological and political educators at different educational levels, sharing teaching methods, experiences, and course materials, collaboratively resolving issues and challenges encountered in teaching, and promoting interaction and cooperation among ideological and political educators across levels, ultimately forming an educational community.

3. Problems in the Integration of Ideological and Political Education in Colleges, Primary and Secondary Schools

The active participation and close cooperation of all educational stages are the foundation for the ultimate realization of the integration of ideological and political education in primary, secondary, and higher education. As the final stage of school education, ideological and political education in colleges and universities has made certain efforts and achieved some progress in promoting integration. However, overall, the current exploration of integration is still in its initial stages. There are still some problems with ideological and political education in colleges and universities in promoting integration that need to be addressed. Therefore, exploring the problems existing in the integration of ideological and political education in colleges, primary, and secondary schools, analyzing the reasons for these problems, and then proposing targeted improvement suggestions are of great significance for promoting the process of integration.

3.1 Lack of Clear Guidance and Leadership

The integration of ideological and political education in primary, secondary, and higher education requires an overall plan and unified guidance that runs through all educational stages, so that the ideological and political education of each stage can be organically connected and mutually promoted. Under the current circumstances, there is a lack of clear positioning and effective guidance on who should take on the leading role. Some colleges and universities may think this is a matter for primary and secondary schools, while primary and secondary schools may think that this should be led by colleges and universities or education authorities[5]. Education departments at all levels may also have unclear responsibilities and unclear division of labor, resulting in the issue of who should lead and promote the integration of ideological and political education in primary, secondary, and higher education becoming ambiguous. Due to the lack of unified guidance and leadership, there are significant differences in content setting, teaching methods, and evaluation standards of ideological and political courses between different educational stages. Students experience cognitive gaps and learning obstacles when transitioning between different educational stages, which affects the coherence and effectiveness of education and teaching. Schools lack overallness and systematicness in the process of integrating ideological and political courses, and the teaching effect and education quality are difficult to be effectively improved.

3.2 The Advancement of Classroom Teaching Needs to be Improved

Advancement refers to the improvement on the original basic level. The advancement of ideological and political education in the integration of primary, secondary, and higher education emphasizes the step-by-step, spiraling, and orderly improvement of ideological and political education from primary school to university. The integration of ideological and political education in primary, secondary, and higher education ultimately needs to be implemented in the classroom

teaching of ideological and political education in each educational stage. This requires a systematic review of the hierarchy of ideological and political education in each educational stage, so that the ideological and political education in each educational stage can target students' existing level of ideological development and orderly advance on the basis of students' existing ideological foundation in the direction of cultivating talents of the times who are capable of shouldering the great task of national rejuvenation. The university stage is the final stage of school education and the advanced stage of integration. At this stage, students' minds gradually mature, their thinking abilities become more mature, and their cognitive abilities significantly improve. They already have the basic abilities and qualities to master and apply scientific theories. Adapting to the phased characteristics of college students' growth, the ideological, political, and theoretical characteristics of ideological and political education in colleges and universities are more prominent, and the advancement of ideological and political education is more prominent. Therefore, college ideological and political classrooms have become highly challenging in-depth classrooms.

However, in the current integration process of ideological and political courses in higher education, there are still issues such as insufficient depth in classroom teaching and a lack of advancement, leading to a less noticeable enhancement compared to the teaching of ideological and political courses in secondary schools, thus affecting the overall effectiveness of integration.

First, the advancement of teaching objectives needs improvement. The moral qualities, values, ethical standards, and legal literacy of students do not naturally increase with age; therefore, ideological and political courses must be systematically designed to develop according to students' existing foundations and developmental directions to achieve an orderly improvement in their ideological quality. Thus, overall planning of students' growth—including both general and stage-specific objectives—becomes particularly important[6]. As a key course for cultivating virtue and character, the overall goal of the ideological and political course is clear: to cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor education. The "Opinions" and "Program" have made comprehensive plans for ideological and political courses across universities and primary and secondary schools around this overall goal, clarifying the segmented objectives of the curriculum. The focus on "enhancing a sense of mission during university years" arises from this. However, in practice, some teachers in higher education exhibit a weak awareness of objectives and fail to base their teaching on students' existing foundations, using the stage-based educational objectives as guidance to orderly set specific teaching goals for each class. This results in constructing teaching goals without the necessary stage characteristics, leading to blind and rough teaching.

Second, the advancement of teaching content needs improvement. The content system of ideological and political courses in universities and primary and secondary schools is a holistic process that is gradual and spirals upward. This unavoidable spiral can lead to some repetition of teaching content. The necessity of repeated themes in the core topics of ideological and political courses across different academic stages is determined by the iterative and ascending nature of understanding; however, this repetition should not be a meaningless cycle of knowledge, but rather a layered advancement. In actual teaching practice, some teachers underestimate college students' cognitive abilities and, in an effort to help students grasp concepts, reduce learning difficulty by using a large number of cases, vivid stories, and interesting anecdotes to replace theoretical knowledge presentations and key content analysis. This blurring of priorities and neglect of focus results in a loss of the ideological depth and educational significance that should characterize ideological and political courses, making it difficult to reflect the advancement of classroom content.

Third, the advancement of instructional methods needs improvement. The integrated construction of ideological and political courses across all educational levels requires the selection

and application of teaching methods to effectively address the developmental characteristics of students, enabling their learning abilities to fully develop and ensuring their active participation and motivation in the learning process. In primary and secondary education, students' capabilities are still at a lower developmental stage, making teacher-led instructional approaches appropriate. However, in higher education, students' subjectivity and initiative have greatly advanced, providing them with significant learning capabilities that allow them to take on more challenging tasks and engage in more independent learning methods. Nevertheless, in current higher education ideological and political courses, a significant majority of the time, instruction still adopts a one-way information delivery approach, wherein teachers primarily lecture, causing students to passively receive knowledge without their own thinking, digestion, experience, or reflection. This results in a "spoon-feeding" style of teaching, which renders the method of instruction similar to that used in primary and secondary schools, losing the necessary advancement that should be characteristic of courses in higher education.

3.3 The Guiding Nature of Assessment and Evaluation Shows Deviations

Assessment and evaluation have a guiding function for student learning; what is emphasized in course evaluations influences what students focus on in their studies. The essence and core of integrated ideological and political courses at various educational levels lie in the integration of students' ideological development. Therefore, assessment and evaluation should pay more attention to students' ideological quality, guiding university students to consciously strengthen and improve their own ideological qualities. As a key course for shaping souls and educational growth, ideological and political courses differ from regular courses that focus on enhancing students' professional skills; they are concerned with the cultivation of students' hearts and souls, thus embodying three-dimensional goals of knowledge, ability, and emotional attitudes and values. Ideological and political courses not only need to impart Marxist theoretical knowledge to students but also aim to cultivate their ideological quality and moral character, enhancing their ability to use Marxist perspectives to analyze and solve problems. Robust teaching evaluation is an essential guarantee for achieving the teaching goals of ideological and political courses. In alignment with the three-dimensional goal orientation, the assessment and evaluation of ideological and political courses should adhere to the unity of knowledge-oriented, ability-oriented, and value-oriented assessments, guiding university students to shift from merely learning knowledge to enhancing their abilities and forming beliefs. However, the current assessment and evaluation in higher education ideological and political courses still predominantly focus on knowledge evaluation, with a lack of emphasis on value orientation and ability orientation. This has caused students' learning of ideological and political courses to deviate from the teaching themes and directions, resulting in formalism and superficiality, thus straying from the direction of integrated construction in ideological and political courses in higher education.

4. Paths to Promote Integrated Construction of Ideological and Political Education Across Universities, Middle Schools, and Primary Schools

Based on the analysis of the issues facing ideological and political education in the integration process across higher education and primary and secondary schools, it is evident that the current state of ideological education still falls short of the goal of systematically enhancing students' ideological quality. After clarifying the problems existing in the integration of ideological and political education in universities, it is particularly important to explore implementation paths and seek feasible countermeasures.

4.1 Strengthening the Teacher Workforce for Integration

Ideological and political education teachers are the organizers and implementers of political education in schools. Whether teachers at different educational levels can focus on the continuity of student growth while understanding the developmental stages of their students is crucial to the smooth integration of ideological and political education across all levels. Therefore, universities must cultivate a highly qualified teacher workforce to support the advancement of integrated education.

As builders of integration, ideological and political education teachers must possess the concept of integrated teaching in order to consciously implement it in their teaching practice. Thus, to promote integration in ideological and political education, teachers should break away from the traditional mindset of teaching in isolation, effectively establish an integrated education philosophy, and transform ideological and political educators into supporters, promoters, and practitioners of integrated construction.

First, university ideological and political education teachers should establish an integrated concept of student growth. Ideological education is a key course for fulfilling the fundamental task of cultivating virtue and character. In this context, "people" refer to students at all education levels. Although students at different levels possess distinct developmental characteristics, their growth is a consistent and continuous process. The essence of integrating ideological and political education across universities, middle schools, and primary schools lies in this continuity of student growth. Education must align with the natural laws of student development, and teachers should deeply recognize the continuity and stage-specific characteristics of students' growth, tailoring their instruction based on the cognitive structures and psychological traits of students at various educational levels, to effectively deliver ideological and political education.

Second, university ideological and political education teachers should adopt an integrated perspective on education and teaching. Individual student growth is continuous; however, the objective division of school education stages is an unavoidable reality. Teachers need to acknowledge the distinct divisions while also recognizing the need for coordination among different educational levels. They should develop systemic thinking, unifying ideological and political education across different levels to ensure overall planning that guarantees continuity and a hierarchical approach in teaching, while also designing segmented instruction to address the specific needs of each educational stage.

4.2 Comprehensive Planning of Classroom Teaching Objectives

Teaching objectives are both the starting point and the endpoint of teaching activities, serving as the value direction for the entire educational process. Despite the relative independence of different educational stages in primary, secondary, and higher education, with varied characteristics and distinct developmental goals, the "essential attribute and ultimate goal of ideological and political education remains consistent: to cultivate new generations tasked with national rejuvenation through ideological political education, thus achieving comprehensive personal development." The "Opinions" and "Plans" have facilitated an interconnection and orderly advancement of stage objectives across different levels of ideological and political education. Further refinement in studying classroom teaching objectives is necessary, ensuring that every class in each educational phase aligns with overall stage objectives and course goals, allowing each lesson's teaching objectives to contribute meaningfully to achieving these stage goals and eventually realizing the overall course objectives.

First, university ideological and political education classroom teaching objectives should be designed in alignment with those of primary and secondary schools. Higher education institutions

should actively engage in comprehensive planning of classroom teaching objectives for ideological and political education through research exchanges, collaborative lesson planning, and other methods, especially paying close attention to the connections and advancements of closely related educational themes. For instance, patriotic education is a common theme across all educational levels; in primary education, students should be guided to understand basic national conditions, respect the national flag and emblem, and sing the national anthem, fostering a simple sense of patriotism through vivid storytelling; in secondary education, the focus should be on enhancing students' national consciousness and understanding of national circumstances, helping them establish positive national views and externalizing their patriotism into practice; in higher education, students should be guided to understand party history, national history, and international circumstances, helping them grasp the inner logic of patriotism at a theoretical level and inspiring them to embrace their national mission and take on responsibilities of the times.

Second, classroom teaching objectives must be adjusted in a timely manner based on student conditions. The comprehensive planning of classroom teaching objectives between university and primary and secondary ideological political education does not imply that teaching objectives have achieved integration in themselves. Given the varying student backgrounds, even within the same phase or school, differences may still exist between different classes. Therefore, university ideological and political education teachers need to adjust their classroom teaching objectives for each lesson according to student conditions, accommodating the ideological foundations of different students, thereby truly achieving the integration of teaching objectives and facilitating the orderly enhancement of students' ideological quality.

4.3 Overall Design of Classroom Teaching Content

Classroom teaching content is a vivid presentation of teaching objectives and a concretization of these objectives. Whether the classroom teaching content of ideological and political courses across different educational stages achieves integration significantly impacts students' ideological development and whether it can be unified. Universities should strengthen the design of classroom teaching content in ideological and political courses to promote integrated teaching.

First, universities should enhance the overall design of teaching content in ideological and political courses to align better with primary and secondary education, facilitating a systematic progression of course content across different educational stages. University ideological and political course teachers can strengthen communication with primary and secondary schools on teaching content through collective lesson planning across stages, teaching research, and collaboration, clarifying the connections and distinctions in teaching content between universities and primary and secondary schools. They should understand what students already know and what they do not, and based on this, design classroom teaching content for university ideological and political courses to achieve a scientific connection and gradual improvement in teaching content between university and primary and secondary school ideological and political courses.

Second, ideological and political teachers should flexibly address the issues of repetition, overlap, and disconnection in ideological and political courses between universities and secondary schools. For content that is repeated in both settings and already mastered by students in secondary school, teachers can avoid lecturing or minimize instruction by assigning self-study tasks or guiding students in review. For overlapping sections, especially with the same theme and similar content, teachers should point out what students learned in secondary school and help them with a brief review, while emphasizing the content that university students should learn and understand. This approach lets students feel the different educational objectives and requirements of university ideological and political courses compared to those in secondary education, allowing them to

appreciate the hierarchical and differential nature of the teaching content across these stages.

4.4 Optimizing and Innovating Classroom Teaching Methods

The teaching content of ideological and political courses in universities is characterized by a high level of theory and abstraction, which poses challenges for student learning. Therefore, it is essential to transform rigorous and authoritative textbook content into teaching material that is guiding, relatable, and practical. Achieving this transformation requires the optimization and innovation of teaching methods.

First, university ideological and political course teaching must adhere to the scientific instillation method. The political and value-oriented nature of these courses is a prominent feature, and the political guidance and value orientation for students depend on the important role of instillation. However, instillation should not equate to a one-size-fits-all approach that disregards students' actual situations. University ideological and political course teaching should be based on the framework of the teaching material, elevating and enhancing students' cognitive abilities and acceptance levels to achieve a unity of dominance and subjectivity in teaching, as well as a balance between instillation and inspiration.

Second, good teaching methods from primary and secondary ideological and political courses should be adopted and adapted. With changes in teaching concepts, many innovations in teaching methods have emerged in activity-based courses at primary and secondary levels, such as activity-oriented teaching and issue-based teaching. University ideological and political course teachers can integrate the teaching objectives, content, and requirements of various courses with exemplary methods from secondary ideological and political courses. This not only aids in innovating the teaching approach of university ideological and political courses but also facilitates the connection of teaching methods between universities and primary and secondary education.

Third, innovation in methods should be targeted at the characteristics of university ideological and political course teaching. Teachers should also enhance their exploration of other teaching methods, flexibly combining and applying them based on the developmental characteristics of university students and the teaching traits of university ideological and political courses. This would improve the effectiveness of integrated construction in university ideological and political courses, incorporating approaches such as practical research methods, inquiry-based learning, thematic teaching, and flipped classrooms, among others.

4.5 Establishing an Integrated Construction Collaborative Education Mechanism

Integrated construction is a complex system project that involves various entities, including education authorities at different levels, schools at different educational stages, research institutions, and social organizations. It requires communication, cooperation, and resource sharing among these different entities. Coordinating the various parties necessitates the establishment of an integrated collaborative education mechanism to promote joint construction among them.

First, create a collaborative education platform for integrated construction. As a key player in integrated construction, the ideological and political education courses in universities possess clear advantages in terms of faculty resources, scientific research, and teaching materials. Therefore, universities should proactively strengthen communication with other entities involved in integrated construction, such as primary and secondary schools, to leverage their resource advantages and driving effects. This includes establishing a comprehensive collaborative mechanism for integrated construction to facilitate the development of the ideological and political education curriculum. Specifically, under the guidance of local education authorities, universities can take the lead in forming a regional alliance for the integrated construction of ideological and political education

across universities, middle schools, and primary schools, or utilize existing organizational strengths of integrated construction communities and platforms to enhance collaboration and resource sharing between university courses and other constructing entities. This will enable mutual promotion and collective improvement, thereby jointly advancing the integrated construction of ideological and political education across all educational stages and assisting in achieving a cohesive development of students' thoughts as they progress through different stages of education.

Second, regularly conduct relevant activities. Universities can organize relevant activities periodically to facilitate collective lesson preparation, classroom observations, address "bottlenecks," and develop pathways for resource sharing across different educational stages. For instance, they can regularly hold teaching exchange seminars through various formats such as collective lesson preparation, thematic exchanges, teaching observations, and collaborative discussions, thereby enhancing communication among teachers from different educational stages and improving understanding of the teaching situations across all levels.

4.6 Improving the Integrated Course Evaluation Mechanism

Integrated education imposes higher quality requirements on the construction of ideological and political education courses in universities, and establishing a sound monitoring and evaluation mechanism for integrated course quality is an effective way to guide and enhance the high-quality development of ideological and political education integration in universities.

First, universities can establish an Integrated Teaching Quality Inspection Committee to coordinate and evaluate the alignment of teaching objectives, content, methods, and requirements between their courses and those of primary and secondary schools. Through evaluating the quality of the integrated teaching work in their institution, they can promptly identify and rectify any issues that arise in the alignment between university and primary/secondary school ideological and political education. When problems are discovered in the alignment, efforts should be made to strictly adhere to the objectives of integrated construction and actively rectify teaching practices to enhance the effectiveness of the integration, thereby promoting the cohesive development of students' thoughts. Special attention should be given to assessing the transition between the first ideological and political course studied in university and the corresponding courses in secondary school.

Second, adhere to a value-based evaluation standard centered on student outcomes to assess the quality of ideological and political education course construction. The essence and core of the integration of ideological and political education courses across different school levels is the coherent development of students' thoughts. For the quality assessment of integrated ideological and political education teaching, the focus should be on the learning gains, deepening understanding, thought development, and skill enhancement that students experience in these courses, thereby improving the relevance of evaluations. Therefore, it is essential to develop diverse evaluation standards that systematically examine the educational effects of ideological and political education and the effectiveness of educational alignment, ushering in a new phase for the integrated construction of ideological and political education courses in universities.

5. Conclusion

In summary, it is crucial to drive teaching reform in ideological and political education, comprehensively advance the integration of ideological and political education across universities, middle schools, and primary schools, and create a well-structured and efficiently operating mechanism. An important aspect of the innovative reform of ideological and political education in schools in the new era is to strengthen its integration across different educational stages, enhance

students' theoretical and political literacy, achieve the cohesive development of students' ideological qualities at various levels, and guide students toward becoming virtuous individuals and aspiring talents, which is vital for nurturing generations of socialist builders and successors.

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