

Practical Exploration of High-Quality Ideological and Political Theory Course Construction in Private Universities: Taking Hainan Vocational University of Science and Technology as an Example

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Abstract: Under the policy background of the connotative development of higher education and the strengthening of moral education in the new era, private universities, as an important part of China's higher education system, have a quality of ideological and political theory courses that is directly related to the foundation and quality of applied talent cultivation. However, restricted by multiple factors such as the school-running system, resource conditions, and the characteristics of vocational education, private universities generally face realistic challenges such as insufficient integration of ideological and political theory courses with professional education and the need to improve the effectiveness of teaching. In this context, this study focuses on the core issue of high-quality construction of ideological and political theory courses in private universities, and systematically explores the practical logic and innovative paths of their ideological and political theory course construction through a research path combining theoretical construction and empirical analysis. The study further reveals that to achieve sustainable high-quality development of ideological and political theory courses in private universities, it is necessary to break through institutional barriers, build a "grand ideological and political" education ecosystem, promote the transformation of digital teaching paradigms, and improve the long-term security mechanism. This study not only provides a theoretical reference for the case school to deepen reform but also provides a practical program for similar institutions to explore a characteristic ideological and political education system for reference.

1. Introduction

Against the dual backdrop of deepening higher education reform and strengthening ideological work, China's private colleges and universities have fully entered a new era of connotative development, transitioning from a phase of scale expansion. As a crucial component of the higher education system, private colleges and universities play an irreplaceable role in cultivating

application-oriented talents. [1] However, with the promulgation and implementation of a series of policy documents, such as the "Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era," how to achieve high-quality construction of ideological and political theory courses has become a common issue faced by all types of higher education institutions. Within this macro context, private colleges and universities face more complex challenges and opportunities due to their unique management systems, resource conditions, and student characteristics. Especially with the advancement of the national strategy of building a free trade port in Hainan, the practical experience of Hainan Vocational University of Science and Technology (HVUST), as a private undergraduate vocational university, in constructing its ideological and political theory courses is not only related to the quality of education within the university itself but also has significant pioneering implications for exploring the characteristic development path of ideological and political education in private colleges and universities. In reality, the construction of ideological and political theory courses in private colleges and universities generally faces problems such as a weak teaching staff, limited teaching resources, and a low degree of integration with vocational education. Therefore, it is urgent to explore a high-quality development path that meets national requirements and has unique characteristics through systematic practical exploration.

This study will focus on the theoretical logic, practical exploration, and deepening paths of high-quality construction of ideological and political theory courses in private colleges and universities. First, it will analyze the particularity and regularity of the construction of ideological and political theory courses in private colleges and universities from a theoretical level, constructing a theoretical framework for analyzing the construction of ideological and political theory courses in private colleges and universities. Second, taking HVUST as a typical case, it systematically reviews the development history, main measures, and implementation effects of its ideological and political theory courses.[2] Finally, it proposes systematic paths and policy recommendations for promoting the high-quality construction of ideological and political theory courses in private colleges and universities, including specific countermeasures in improving institutional guarantees, deepening curriculum reform, innovating teaching methods, and optimizing evaluation mechanisms, providing an operable practical guide for the construction of ideological and political theory courses in private colleges and universities.

2. Theoretical Logic and Practical Challenges in the Construction of Ideological and Political Courses in Private Colleges and Universities

Ideological and political courses are key courses for implementing the fundamental task of fostering virtue through education and undertake the historical mission of cultivating talents for the country. Compared with public colleges and universities, the construction of ideological and political courses in private colleges and universities not only has common educational laws and political requirements to follow, but also faces unique situations derived from their special school-running system, resource conditions, and student groups. An in-depth analysis of the theoretical logic and practical challenges in the construction of ideological and political courses in private colleges and universities is the cognitive premise and action foundation for promoting their high-quality development.

2.1 Theoretical Logic of Ideological and Political Courses Construction in Private Colleges and Universities

The theoretical logic of ideological and political courses construction in private colleges and universities is rooted in the theoretical system of socialism with Chinese characteristics in education,

and at the same time, it must respond to the type characteristics and inherent laws of private higher education. The core of this lies in clarifying the functional positioning and value realization path of ideological and political courses in the specific field of private colleges and universities.

From the perspective of essential attributes, ideological and political courses in private colleges and universities must adhere to the socialist orientation of running schools and the fundamental principle of public welfare. China's "Law on Promoting Private Education" clearly stipulates that private education is a public welfare undertaking and an integral part of the socialist education cause. This fundamentally determines that ideological and political courses in private colleges and universities, like those in public colleges and universities, must adhere to Marxism as a guide, fully implement the country's education policy, and its core function is to consolidate the guiding position of Marxism in the ideological field, cultivate and practice socialist core values, and cultivate new people of the era who are responsible for national rejuvenation. From the perspective of type characteristics, ideological and political courses in private colleges and universities need to realize the deep integration of fostering virtue through education and vocational education. Most private colleges and universities in China are oriented towards application and vocationalism, aiming to cultivate technical and skilled talents for the front lines of production, management, and service.[3] This goal orientation requires that the construction of ideological and political courses cannot simply replicate the model of academic universities, but must deeply grasp the school-running direction of vocational education of "oriented to the market, serving development, and promoting employment," as well as the characteristics of its students' thinking being more concrete and their development demands being more pragmatic. Theoretically, this requires that the "value shaping" function of ideological and political courses must go hand in hand with the cultivation of "professional qualities."

2.2 Realistic Challenges Facing Ideological and Political Education in Private Colleges

While clarifying the theoretical logic, it is essential to recognize soberly that the construction of ideological and political education in private colleges currently faces a series of severe and complex challenges in practice. These challenges stem from multiple factors such as historical accumulation, institutional constraints, and resource limitations, which intertwine and restrict the full realization of the effectiveness of ideological and political education.[4]

Firstly, resource constraints are prominent, and the basic support capability is relatively weak. Compared with public colleges and universities, most private colleges have significant gaps in investment in personnel, financial resources, and materials for the construction of ideological and political education. Regarding the teaching staff, the number of full-time ideological and political education teachers is insufficient, and structural shortages are common. Some teachers face problems such as high turnover, relatively narrow channels for title promotion, and fewer systematic training opportunities, which affect the stability and professional development of the team.[5] Some teachers undertake excessive teaching tasks simultaneously, making it difficult to conduct in-depth teaching and academic research. In terms of financial security, the stability and sufficiency of special construction funds for ideological and political education are insufficient, which restricts the expansion of practical teaching bases, the construction of teaching resource banks, the upgrading of teaching technology, and the conduct of high-level academic exchange activities. Regarding teaching platforms, there is a lack of sufficient dedicated classrooms, seminar rooms, practical teaching centers, and digital teaching laboratories, which affects the widespread implementation of interactive and experiential teaching. Resource constraints are a fundamental problem that the construction of ideological and political education in private colleges needs to face directly.

Secondly, course recognition and teaching effectiveness face a dual test. From the perspective of students, private colleges have diverse student structures, and students have significant differences in basic knowledge, learning habits, and cognitive characteristics. Some students may have a fear of theoretical learning or a tendency towards utilitarianism, and their sense of value recognition and learning engagement in ideological and political education need to be improved. How to make the content of ideological and political education truly internalized and transformed into students' values, beliefs, and conscious actions is a particularly prominent challenge. From the perspective of teaching, the traditional model of theoretical indoctrination may not be effective in private college classrooms, and the urgency of innovation in teaching methods is even stronger. However, innovation is also restricted by factors such as teacher ability, technical conditions, and class size. How to accurately grasp the students' learning situation, design teaching content and forms that adhere to ideological and theoretical rigor, enhance affinity and pertinence, and are closely related to students' future career development is a core issue for improving teaching effectiveness.[6] The tangible improvement of head-raising rate, nodding rate, and sense of gain still requires tremendous effort.

Thirdly, institutional and mechanism barriers affect the formation of synergy in collaborative education. In the internal governance of private colleges, the coordination mechanism between ideological and political education teaching departments and professional departments, student affairs departments, employment guidance departments, and school-enterprise cooperation units is often not smooth, and the phenomenon of "each managing its own section" exists to a certain extent. The integration of ideological and political education teaching with professional education, internships and practical training, campus culture, student group building, and psychological health education is not in-depth enough, and a strong synergy of three-pronged education has not been fully formed. In addition, in the context of the comprehensive advancement of curriculum-based ideological and political education, how to effectively stimulate the enthusiasm of professional teachers, tap the ideological and political education resources contained in various courses, and achieve resonance with ideological and political education courses is still in the exploratory stage in private colleges, and there is a lack of mature institutional design and incentive mechanisms.

Fourthly, the complexity of the external environment and the limitations of the evaluation system bring pressure. At present, the struggle in the ideological field is complex and severe, and various social trends of thought are widely spread through networks and other channels, which has an impact on the ideological concepts of college students. Private college students have a wide range of exposure to social information and are active in thinking. Ideological and political education teachers face the challenge of providing strong guidance and effective discrimination in a complex public opinion environment. At the same time, the evaluation of private colleges by society and some parents sometimes still focuses on explicit indicators such as employment rate and salary, and insufficient attention is paid to the quality of education and the long-term development of students. This external evaluation orientation may indirectly affect the school's internal value judgment and willingness to invest in ideological and political education. The evaluation system of ideological and political education in private colleges themselves sometimes also has problems such as emphasizing form over content, process over effectiveness, and teacher evaluation over student sense of gain evaluation. A scientific and diversified evaluation mechanism needs to be improved.

3. The Practical Framework for High-Quality Ideological and Political Course Construction at HVUST

Based on clarifying the theoretical logic and facing the realistic challenges, HVUST as a representative vocational university at the undergraduate level, has carried out a series of

prospective and school-based practical explorations in the high-quality construction of ideological and political courses. Its overall framework is not a simple collection of scattered measures, but an organic whole that systematically reconstructs the top-level design, curriculum system, teaching methods, and evaluation mechanism around the core goals of "value guidance, vocational empowerment, and the unity of knowing and doing." This chapter will deeply analyze the specific content, operating logic, and internal connections of this practical framework.

3.1 Institutional Construction of Top-Level Design

High-quality ideological and political education (referred to as "thought and politics" or "political thought" in some contexts) depends first and foremost on robust top-level design and institutional guarantees. HVUST's practice begins with elevating the construction of thought and politics courses to the level of the school's development strategy, carrying out systematic planning and institutional arrangements.

The school earnestly fulfills its primary responsibility, treating the construction of thought and politics courses as the "Number One Project" to implement the fundamental task of fostering virtue through education and highlighting the characteristics of vocational education. Under this guiding ideology, the school established a relevant leading group for the construction of thought and politics courses and set up a special office responsible for overall coordination, supervision, and implementation.[7] The leading group regularly holds special meetings to study and solve major problems in the construction of thought and politics courses, ensuring that the direction of reform does not deviate and that resources are guaranteed. This move solves the potential dilemma in private colleges and universities where the construction of thought and politics courses may be considered "important in words but secondary in practice" from an organizational level.

At the institutional guarantee level, the "foundation" of thought and politics course construction should be clarified: First, the overall goal of "building high-level thought and politics courses with distinctive vocational education characteristics" is established; second, specific construction indicators that are phased and assessable are formulated, such as meeting the student-teacher ratio standard, increasing the proportion of senior professional titles, the proportion of practical teaching hours, and the coverage rate of digital resources; third, a stable growth mechanism for special funds is established to ensure that the funding for thought and politics course construction is listed separately in the school's annual budget and maintains year-by-year growth, focusing on areas such as faculty development, expansion of practical teaching bases, teaching research and academic exchanges, and upgrading of information platforms; and fourth, the assessment and incentive mechanism is improved, incorporating the support and cooperation of various secondary colleges and relevant departments in the construction of thought and politics courses into the annual performance evaluation system, and using the teaching effect of thought and politics courses as the core basis for teacher title evaluation and employment, evaluation of excellence and commendation. This set of institutional "policy package" provides a stable "policy dividend" and a clear "action roadmap" for the construction of thought and politics courses.

Faculty is the "primary resource" for the construction of thought and politics courses. Aiming at the pain points in the construction of faculty in private colleges and universities, HVUST has implemented a special plan for the construction of thought and politics course teachers that emphasizes "simultaneous introduction and cultivation, a combination of full-time and part-time teachers, and dual-teacher orientation." In terms of "introduction," the school vigorously introduces high-level academic leaders and core teachers with doctoral degrees or senior professional titles, with treatment superior to similar positions and clear development paths, and focuses on introducing compound talents with work experience in industry and enterprises and familiar with

vocational education. In terms of "cultivation," a three-level training system of "national-provincial-school level" is constructed to ensure that each full-time teacher participates in national or provincial training at least once every five years; collective lesson preparation, teaching observation, and academic salons are carried out regularly; and special research topics for thought and politics course teaching are established to encourage teachers to transform teaching problems into research topics. It is particularly worth noting that the school has established a "pairing and co-construction" mechanism for thought and politics course teachers, professional course teachers, and enterprise mentors, and regularly organizes thought and politics course teachers to conduct inspections and research in cooperative enterprises to understand industrial frontiers, technological changes, and employment needs, and cultivate teachers' "vocational education thinking." At the same time, a group of model workers, technical experts, and outstanding alumni are hired as specially-appointed professors or practical mentors of thought and politics courses, forming a team of full-time and part-time teachers who are politically firm, professionally proficient, structurally reasonable, and understand both theory and practice. This series of measures effectively solves the problems of insufficient stability, professionalism, and vocational adaptability of the faculty.

3.2 Content Reconstruction and System Integration

The curriculum system is the core carrier of ideological and political course construction. HVUST deeply recognizes that vocational university students' acceptance of theory is often closely linked to future career development. Therefore, instead of simply copying the curriculum model of academic universities, the school boldly reconstructed and innovated the course content and system, imbuing the courses with a "vocational undertone" while highlighting "ideological and political characteristics," based on nationally unified teaching materials.

The core of this innovation is modular course content design. While ensuring the complete delivery of core theory modules such as Principles of Marxism, An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Ideological and Moral Cultivation and the Rule of Law, and An Outline of Modern Chinese History, HVUST systematically developed several "integrated teaching modules" with distinct vocational education characteristics. For example, the "Professional Ethics and the Spirit of Craftsmanship" module was embedded in the "Ideological and Moral Cultivation and the Rule of Law" course. Combining the characteristics of each major, it delves into specific norms such as engineering ethics, business ethics, medical ethics and conduct, and teacher ethics, refining the core socialist values into tangible and perceptible professional ethics. In the course "An Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics," the "National Strategy and Industrial Development" module was added to guide students in understanding the connection between national strategies such as "Made in China 2025," rural revitalization, and a strong maritime nation (closely linked to Hainan's regional advantages) and their respective professional fields, stimulating students' sense of mission to integrate their personal skills and serve the country into the overall national development strategy.

The practical teaching system is another highlight of HVUST's curriculum innovation. The school has broken through the traditional single model of practical teaching limited to visiting memorial halls and museums, and constructed a three-tiered, four-platform three-dimensional practical teaching system. The "three tiers" refer to: the basic cognitive level (perceiving theory through classroom discussions, case studies, and campus cultural activities); the professional integration level (combining professional internships and practical training to carry out "ideological and political education in curriculum" practical projects, such as engineering students experiencing the spirit of craftsmanship at the engineering site, and medical students experiencing the supremacy

of life in clinical practice); and the social practice level (serving society and dedicating themselves to the country through in-depth social surveys, volunteer services, and innovation and entrepreneurship practices). The "four platforms" refer to the four major types of platforms that support the above practices: first, on-campus situational teaching platforms such as the ideological and political course virtual simulation experience center and the red culture corridor; second, patriotic education practice platforms jointly built with the Sanya Red Detachment of Women Memorial Park and the Hainan Liberation Park; third, industrial ideological and political practice bases jointly built with key enterprises in in-depth cooperation with the school, where students are required to complete specific "ideological and political practice observation reports" during their on-the-job internships; and fourth, relying on the construction of the Hainan Free Trade Port, volunteer service and social survey platforms established in key parks and communities. This system ensures that practical teaching is continuous, fully covered, and in-depth, truly realizing the cyclical interaction and mutual promotion of theory and practice.

3.3 Method Innovation and Classroom Revolution

Teaching methods serve as the bridge connecting course content with student understanding. Promoting high-quality development of ideological and political education courses involves regarding teaching method reform as a profound "classroom revolution." The core of this revolution is to break away from one-way lecturing and construct a new form of smart teaching centered on students, deeply empowered by technology, and full of interaction and generation.

The university vigorously promotes problem-based learning (PBL) and case study teaching. Teachers, focusing on core theoretical viewpoints, combine professional scenarios and social hotspots to carefully design "real-world problems" that are both thought-provoking and challenging. For example, when teaching "High-Quality Development," students are guided to work in groups to investigate the development status, bottlenecks, and countermeasures of a key industry (such as tourism or high-tech industries) in the Hainan Free Trade Port. When discussing "Rule of Law," real cases such as enterprise intellectual property disputes and labor contract disputes are introduced for mock court debates. The classroom is no longer a teacher's "solo performance," but a "training ground" for students to think, discuss, present, and debate. The teacher's role shifts from a knowledge transmitter to a learning facilitator, promoter, and collaborator.

Technology empowerment is the key driving force behind this classroom revolution. HVUST has invested in the construction of a smart ideological and political education teaching center, integrating functions such as high-definition recording, multi-screen interaction, online discussion, and real-time feedback. Relying on this center and the National Smart Education Platform, the university has developed a batch of online open courses, micro-lessons, and VR/AR virtual simulation teaching projects with school-based characteristics for ideological and political education courses. For example, VR technology is used to restore the scenes of the Qiongya revolutionary struggle, allowing students to experience the arduous revolutionary process in an "immersive" way. The "National Craftsman" VR experience project is developed to allow students to "enter" the forefront of cutting-edge technologies such as high-speed rail welding and aerospace assembly, and appreciate the spirit of craftsmanship. At the same time, smart teaching tools such as Rain Classroom and Xuexi Tong are widely used to realize pre-class preview push, in-class barrage interaction, in-class quizzes, and data collection and analysis, so that teaching feedback changes from lagging to real-time, and teaching adjustments change from experience-driven to data-driven.

3.4 Evaluation of Reconstruction and Continuous Improvement

A scientific evaluation mechanism serves as a compass for examining construction effectiveness

and guiding continuous improvement. HVUST deeply recognizes that traditional evaluation methods, primarily or solely based on final exams, struggle to comprehensively and accurately reflect the value-shaping effect of ideological and political courses. Therefore, the university focuses on reconstructing a comprehensive evaluation system that combines process-oriented and developmental aspects with the participation of diverse stakeholders.

The core of this system lies in the expansion of evaluation dimensions. It no longer confines itself to assessing students' knowledge acquisition but constructs a comprehensive evaluation model covering four dimensions: "Knowledge Acquisition - Ability Enhancement - Value Internalization - Behavioral Performance." The knowledge acquisition dimension assesses students' understanding of basic theories and core viewpoints through classroom quizzes, online assignments, and final exams. The ability enhancement dimension focuses on evaluating students' thinking logic and problem-solving skills demonstrated in projects such as case studies, social surveys, thematic debates, and practical reports. The value internalization dimension is more innovative, observing positive changes in students' emotions, attitudes, and values through the design of attitude scales, in-depth interviews, analysis of learning reflections, and qualitative evaluation of students' enthusiasm and sincerity in participating in classroom discussions and practical activities. The behavioral performance dimension attempts to establish a linkage mechanism with the Student Affairs Department, the Communist Youth League Committee, and secondary colleges, considering students' daily behavior, participation in volunteer services, and public welfare activities as indirect evidence of the ideological and political education's effectiveness.

The diversification of evaluation methods is a guarantee for achieving dimension expansion. The university promotes the "N+1" course assessment method, where "N" represents various process-oriented assessments (such as classroom performance, group discussions, practical reports, research papers, online learning data, etc.), which usually account for no less than 50% of the total score; "1" represents the final comprehensive assessment, which features more flexible and open question types, focusing on assessing the ability to connect theory with practice. Simultaneously, diverse stakeholder evaluations, such as student self-evaluation and peer evaluation, faculty team evaluation, and enterprise mentor evaluation, are actively introduced.

Crucially, HVUST has established a dynamic feedback and continuous improvement mechanism based on evaluation results. After each semester, the Marxism School (or the Ideological and Political Teaching Department) organizes an in-depth analysis of all evaluation data to form a detailed analysis of student learning and teaching quality report. The report not only reflects the grade distribution but also focuses on analyzing students' strengths and weaknesses in different dimensions, the effectiveness and shortcomings of teaching methods, and the depth of integration between course content and career development. This report will serve as an important basis for the next round of teaching reform, collective lesson preparation, and teacher training, forming a complete quality loop of "teaching-evaluation-feedback-improvement." In addition, the university regularly commissions professional organizations to conduct follow-up surveys on graduates' ideological and political literacy, assessing the long-term effectiveness of ideological and political courses from a longer cycle, providing a long-term reference for continuous course optimization.

4. Deepening Paths for High-Quality Development of Ideological and Political Courses

4.1 Constructing a Community of Curriculum Ecology under the Framework of "Grand Ideological and Political Education"

At the level of institutional design, it is necessary to establish a more systematic and regular collaborative working mechanism. It is recommended that the relevant responsible departments of the school take the lead in establishing a cross-departmental "Steering Committee for the

Construction of Ideological and Political Education in Curriculum." The committee members should include not only the heads of functional departments such as the Marxist College, the Academic Affairs Office, and the Student Affairs Department, but also the Vice Deans of teaching from various professional colleges, core teachers, and representatives of cooperative enterprises. The core function of this committee is to coordinate the formulation of the school's "Ideological and Political Education in Curriculum" construction plan, establish a regular joint meeting system, and coordinate to solve difficult problems in cross-departmental cooperation. At the same time, it is necessary to improve the teacher evaluation and incentive mechanism, incorporate participation in the construction of "Ideological and Political Education in Curriculum" and the development of interdisciplinary teaching cooperation into the teacher performance appraisal and professional title evaluation system, fundamentally stimulating teachers' intrinsic motivation to participate in collaborative education.

At the level of curriculum integration, it is necessary to achieve a shift from "simple superposition" to "deep integration." This requires the development of a systematic "Guide to Excavating and Integrating Ideological and Political Elements in Professional Courses" to provide targeted value-leading entry points for courses of different professional categories. More importantly, it is necessary to encourage and support teachers of ideological and political courses and teachers of professional courses to form teaching teams and jointly develop interdisciplinary comprehensive practice projects. For example, comprehensive topics such as "Ethical Considerations in Intelligent Equipment Research and Development" and "Tourism Planning and Social Responsibility in the Context of Rural Revitalization" can be designed to enable students to improve their professional skills and deepen their value awareness in practice, and to achieve the organic unity of knowledge transfer and value guidance.

At the level of resource integration, it is necessary to promote the collaborative education of "School-Enterprise-Community-Government" from loose cooperation to deep integration. The school should actively lead the construction of the "Production-Education Integration Ideological and Political Education Alliance under the Background of the Free Trade Port" to incorporate the strengths of government departments, industry enterprises, research institutes, community streets, and other parties into the education system. The core task of the alliance is to provide real, continuous, and in-depth practical scenarios and research topics for ideological and political course teaching. For example, an "Industry Ideological and Political Education Laboratory" can be built jointly with enterprises to conduct research on real issues such as the ideological trends of employees in the transformation and upgrading of enterprises and the social impact of technological innovation; "Social Governance Observation Points" can be established in cooperation with communities to organize students to participate in community service and conduct social surveys, and to deepen their understanding of national conditions and social conditions in practice. Through this in-depth cooperation, ideological and political course teaching can break through the walls of the campus and draw nourishment and vitality in the vast social world.

4.2 Developing Leading Standard Resources and Promoting Digital Model Iteration

As a pioneer in the reform of undergraduate vocational education, HVUST's exploration in the construction of ideological and political courses should not only satisfy its own development but also strive to form experiences and standards that can be promoted in similar colleges and universities nationwide. At the same time, facing the profound changes of the digital age, we must promote the systematic innovation of teaching models with a forward-looking vision.

In terms of standard construction, the university should jointly develop the "Construction Guide for Ideological and Political Theory Courses in Vocational Undergraduate Colleges" with high-level

domestic vocational colleges and educational research institutions. This guide should highlight the characteristics of vocational education and propose specific standards that meet national requirements and reflect the characteristics of vocational education in terms of teaching goal setting, content system construction, practical teaching arrangements, and faculty construction. At the same time, it is necessary to systematically summarize the school's successful experiences and build an open and shared "Teaching Resource Library for Vocational Undergraduate Ideological and Political Courses." The content of the resource library should include modular teaching topic libraries, real case libraries, and excellent teaching demonstration libraries. In particular, attention should be paid to collecting and organizing fresh cases from the front lines of industry, such as the growth stories of technical experts, ethical choices in corporate innovation, and the policy impact of industry development, to provide high-quality and referential teaching resources for similar colleges and universities.

In terms of digital transformation, it is necessary to go beyond the current level of technical tool application and deeply explore the paradigm reconstruction of ideological and political course teaching models under the empowerment of technology. The focus should be on achieving breakthroughs in three areas: First, build a data-driven precision teaching system. By integrating multi-source information such as student learning behavior data, classroom interaction data, and practical performance data, draw a portrait of students' ideological growth, and realize personalized content push and customized design of learning paths. Second, develop immersive and interactive intelligent learning scenarios. The virtual reality and augmented reality technologies can be used to build a highly simulated ideological and political learning environment. It is possible to design virtual experience projects such as "historical scene reproduction," "professional situation simulation," and "social problem decision-making" to allow students to deepen their theoretical understanding and value experience in immersive interaction. Third, explore the innovative application of "Artificial Intelligence + Ideological and Political Education." It is possible to develop an intelligent ideological and political teaching assistant system to realize 24-hour online Q&A, intelligent tracking of the learning process, and automatic analysis of teaching effects. More importantly, it is necessary to use natural language processing, emotional computing, and other technologies to develop a student ideological dynamics monitoring and analysis system, to timely grasp students' ideological tendencies and emotional changes, and to provide technical support for precise ideological and political education.

4.3 Sound and Long-Term Guarantee Mechanisms and Promoting the Paradigm Shift of Teacher Competencies

Any educational reform is difficult to sustain without sustainable guarantee mechanisms and matching teacher competency support. Deepening the high-quality development of ideological and political theory courses in schools ultimately depends on improving institutional guarantees and comprehensively enhancing teacher competencies.

In terms of constructing guarantee mechanisms, three key aspects need to be addressed: First, establishing a stable and diverse funding guarantee mechanism. Universities should include the construction funding for ideological and political theory courses in their annual budgets and maintain steady growth, while actively exploring the establishment of a "Special Fund for Ideological and Moral Education" to attract corporate donations and social funding, forming a diverse investment pattern. The fund should focus on supporting teaching reform and innovation, practical base construction, teacher competency enhancement, student research projects, and more. Second, improving the teacher development support system. Universities should establish a hierarchical and categorized training mechanism for ideological and political theory course teachers,

assign teaching mentors to new teachers, provide backbone teachers with opportunities for academic visits and enterprise practice, and establish studios for distinguished teaching teachers, forming a ladder-style growth channel. Third, constructing a full-process quality monitoring system. Universities should establish quality standards covering all aspects of teaching design, teaching implementation, teaching evaluation, and continuous improvement, improve the school-level and departmental-level supervision system, introduce professional evaluation, and form a quality assurance mechanism that combines internal and external factors with diverse participation.

In terms of teacher competency construction, ideological and political theory course teachers must be promoted to shift from traditional knowledge transmitters to "mentors who guide values, partners who innovate in practice, and models of lifelong learning." This transformation requires teachers to possess three core competencies: First, interdisciplinary understanding and dialogue skills. Ideological and political theory course teachers should not only be proficient in Marxist theory but also have a basic understanding of the basic knowledge, development trends, and industry culture of related professional fields, be able to conduct effective dialogue with professional course teachers, and find the integration point between theoretical education and professional education. Second, complex situation teaching design skills. They should be able to design comprehensive learning tasks that integrate knowledge learning, competency development, and value shaping based on real social problems and professional scenarios, and guide students to engage in in-depth learning through project research, case analysis, practical experience, and other methods. Third, digital literacy and technology application skills. They should not only master basic information technology tools but also understand the profound impact of digital technology on education and teaching, and be able to use technical means to innovate teaching models, optimize teaching processes, and expand teaching space. To this end, schools should implement a "Special Action Plan for Enhancing the Competencies of Ideological and Political Theory Course Teachers," and comprehensively improve teachers' comprehensive quality and educational capabilities through various forms such as special training, workshops, teaching competitions, and overseas study.

5. Conclusion

This study systematically examines the theoretical logic and practical paths for high-quality construction of ideological and political courses in private colleges and universities, and draws the following conclusions: First, the construction of ideological and political courses in private colleges and universities must adhere to the unity of political attributes and type characteristics, and explore a distinctive development path that deeply fits the laws of vocational education under the premise of firmly adhering to the correct direction. Second, the practice of HVUST shows that promoting institutional innovation through systematic top-level design, restructuring the curriculum content system with a "vocational background," innovating teaching methods with technology empowerment, and building a diversified and collaborative evaluation mechanism are key measures to effectively enhance the effectiveness of ideological and political courses in cultivating people. Third, the current reform has entered a deepening stage, and it is necessary to focus on solving systemic problems such as insufficient departmental collaboration, limited depth of industry-education integration, and weak sustainability of resource guarantees. The theoretical understanding and practical experience formed in this study have positive reference significance for promoting private colleges and universities to implement the fundamental task of establishing morality and cultivating people and cultivating high-quality technical and skilled talents with both morality and skills.

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