

Research on the Education Logic and Practical Path of Ideological and Political Education in Colleges and Universities in the New Era

Dou Na

School of Marxism, Shenyang Polytechnic College, Shenyang 110045, Liaoning, China

Corresponding author: Dou Na, douna0526@163.com

ABSTRACT Starting from the core connotation of ideological and political education in colleges and universities in the new era, this paper defines relevant concepts, reviews the theoretical basis, and analyzes the current development status and prominent challenges in this field. In the context of digital campuses, online platforms, and wireless information-propagation environments, ideological and political education faces new requirements in value guidance, communication carriers, and feedback mechanisms. This study constructs a four-dimensional education logic system composed of value, subject, content, and method, and explains three operating mechanisms: dynamic drive, transmission, and feedback. In view of problems such as insufficient pertinence, weak coordination, and lagging method innovation, five practical paths are proposed: strengthening theoretical arming, innovating education carriers, building a collaborative system, improving teacher development, and enhancing institutional guarantees. The research aims to deepen the integration between educational logic and practical paths, providing theoretical scaffolding and operational guidance for improving educational effectiveness and supporting moral cultivation in digitally networked higher-education environments.

INDEX TERMS ideological and political education, education logic, collaborative education, digital propagation, wireless communication

I. INTRODUCTION

A. RESEARCH BACKGROUND AND SIGNIFICANCE

1) Research Background

In the new era, the principal contradiction in Chinese society has changed, diverse cultures intertwine and collide, and Internet technology has developed rapidly. The ideological concepts, value orientations and behaviors of college students show diversified and individualized characteristics, which put forward higher requirements for the content, methods and carriers of ideological and political education (hereinafter referred to as IPE) in colleges and universities (hereinafter referred to as HEIs)[1, 2]. Concurrently, the issuance of policy documents such as the Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era has clarified the goals and tasks of the reform and innovation of ideological and political theory courses [3], which has advanced this work in higher education into a new stage of high-quality development[4]. However, there are still many difficult problems to be solved in practice[5], so it is urgent to systematically sort out from the perspective of education logic and explore scientific and effective practical paths.

2) Research Significance

(1) Theoretically, this paper systematically defines the core concept of IPE in HEIs in the new era, sorts out its theoretical basis, constructs an education logic system, enriches the theoretical research results of IPE in HEIs in the new era, makes up for the shortcomings of the disconnection between education logic and practical paths in current research, and provides a theoretical framework and reference for subsequent relevant research.

(2) Practically, combined with the actual problems of IPE in HEIs, this paper explores targeted practical paths, which can provide practical guidance for HEIs to optimize the IPE model and improve the effectiveness of education.

B. RESEARCH STATUS

Domestic scholars' research on this topic mainly focuses on the following three aspects:

(1) Research on the connotation and characteristics of IPE in HEIs in the new era, clarifying the political orientation, value orientation and characteristics of the times[6, 7];

(2) Research on the existing problems and causes of IPE in HEIs, which generally believe that the current IPE

has problems such as insufficient pertinence, single carrier and weak coordination, rooted in ideological deviation and imperfect institutional mechanisms [8, 9];

(3) Research on the practical paths of IPE, putting forward specific paths such as the integration of curriculum ideology and politics, empowerment by new media, and collaborative education [10, 11]. Practical cases such as the new "practice + ideology and politics" education model of Beijing Union University have also provided vivid materials for the research [12]. However, the existing research mostly focuses on a single dimension, lacks systematic construction of education logic, and fails to fully realize the in-depth integration of education logic and practical paths. There is no clear concept of "IPE" abroad, and relevant research mainly focuses on civic education, moral education, values education and other fields [13]. However, due to the differences in social systems, cultural backgrounds and educational goals between China and foreign countries, the research results cannot be directly applied to the practice of IPE in Chinese HEIs.

C. RESEARCH METHODS

(1) Literature research method: systematically sort out relevant domestic and foreign literature, policy documents and research results to lay a theoretical foundation for the research;

(2) Investigation and research method: combined with the practical cases of IPE in some HEIs and the survey data of college students' cognition of correlated courses to understand the actual status of IPE in HEIs;

(3) Case analysis method: select excellent practical cases of IPE in HEIs such as Beijing Union University and summarize their experience and practices;

(4) Logical analysis method: sort out the education logic of the topic, build a logical system and explore practical paths.

II. CORE CONCEPTS AND THEORETICAL BASIS

A. DEFINITION OF CORE CONCEPTS

1) Connotation and Characteristics of the New Era

The "new era" referred to in this paper is the new historical orientation of China's development since the 18th National Congress of the Communist Party China. Its core connotation is that socialism with Chinese characteristics has entered a new era, and the principal contradiction in society has been transformed. Unlike previous periods, the new era is characterized by the tension between students' individualized development needs and the traditional centralized educational supply. This shift necessitates an IPE logic that moves from 'generic guidance' to 'precise cultivation,' addressing the specific psychological impacts of the digital economy and globalized discourse on students' identity.

2) Connotation and Functions of IPE in HEIs

IPE in HEIs refers to the practical activities in which HEIs, guided by Marxist theory and in accordance with

the Party's educational policy and the requirements of the times, educate college students in ideology, politics, morality and the rule of law, cultivate their correct world outlook, outlook on life and values, and improve their literacy and comprehensive quality. Its core functions have evolved to meet contemporary demands [14]: First, the value-leading function now focuses on 'value filtering' to help students navigate complex online ideologies; second, the function of educating and shaping people emphasizes cultivating critical thinking to resist cognitive biases; third, the function of serving the overall situation integrates personal career planning with the national rejuvenation strategy to solve the 'disconnection' felt by the younger generation.

B. THEORETICAL BASIS OF THE RESEARCH

1) Marx's Theory of All-round Development of Human Beings

The all-round development of human beings is one of the basic principles of Marxism and the core theoretical basis of IPE in HEIs. The core connotation of Marx's theory of all-round development of human beings is the all-round and harmonious development of human intelligence, physical strength, morality and personality, emphasizing the improvement of the free development of human personality and the development of social ability [15]. Guided by this theory, IPE in HEIs in the new era promotes the all-round development of college students through ideological guidance, moral cultivation and practical exercise, and realizes the unity of personal value and social value.

2) General Secretary Xi Jinping's Important Expositions on IPE in HEIs

General Secretary Xi Jinping's important expositions on IPE in HEIs are the fundamental guidelines and action guides for IPE in HEIs in the new era. These expositions clarify the fundamental mission of talent cultivation, stress the importance of theoretical innovation, and highlight the need to improve teaching quality and effectiveness, thus providing a fundamental direction for this study.

3) Collaborative Education Theory and Value-leading Theory

The collaborative education theory emphasizes the integration of multi-subject resources of schools, families and society to form a joint force for education [16]; The value-leading theory focuses on the core of IPE, guiding college students to establish correct values and strengthen their ideals and beliefs [17]. The two jointly provide support for the practice of IPE.

III. ANALYSIS OF THE DEVELOPMENT STATUS AND PROBLEMS

A. DEVELOPMENT ACHIEVEMENTS

IPE in HEIs in the new era has achieved remarkable results (Table 1): First, the status has been significantly improved. All HEIs have included it in the core of talent training,

improved the working mechanism, highlighted the key role of correlated courses, and formed an atmosphere of "three-wide education"; Second, the educational content has been continuously improved, integrating new ideas, core values and other contents, combining current political hotspots, fitting students' reality. While survey data indicates high satisfaction (82.5%) regarding 'theoretical curriculum coverage' and 'resource availability,' this reflects a foundational success rather than a complete resolution of deeper pedagogical challenges.

B. PROMINENT PROBLEMS

Although remarkable achievements have been made in structural inclusion and general satisfaction, a critical gap remains between 'high satisfaction with classroom form' and the 'actual internalizing of values.' There are still prominent problems in terms of deep-level effectiveness and practical conversion, mainly in the following four aspects:

1) Insufficient Pertinence and Effectiveness of Education

Some HEIs adopt a "one-size-fits-all" teaching model, ignoring the individual differences of students; The teaching content is out of touch with students' reality, and it is mainly theoretical indoctrination with insufficient practical support, making it difficult to realize the unity of knowledge and practice.

2) Weak Coordination of the Education System

IPE in HEIs is mainly school-based, the home-school-community collaborative mechanism is not perfect, various departments and disciplines in the school "fight separately", social resources are insufficiently integrated, and a joint education force has not been formed.

3) Lagging Innovation in Educational Methods

Most HEIs still focus on traditional theoretical indoctrination, the use of new media carriers is insufficient, practical teaching design is unscientific, lack of interaction and experience, and it is difficult to adapt to students' learning habits.

C. ANALYSIS OF THE CAUSES OF PROBLEMS

1) Structural Mismatch in Ideological Understanding

The perceived lack of importance is not a root cause but a symptom of the 'discourse gap.' Some teachers rely on redundant content that overlaps with previous educational stages, failing to provide new intellectual increments. Furthermore, there is a distinct mismatch between the rigid, large-scale teaching model and the modern student's psychology, which favors decentralization and personalized inquiry. This leads to a strategic neglect of IP work as a 'soft task' because its current form fails to resonate with students' actual developmental puzzles [18]. Some teachers have unclear understanding of their responsibilities, low teaching enthusiasm, lack of innovative awareness of teaching content

and methods, and some students do not pay enough attention to IPE, affecting the effectiveness of education

2) Imperfect Institutional Mechanisms

In terms of management system, the inter-departmental and interdisciplinary collaborative frameworks among campus units is not sound, making it difficult to form a joint education force; In terms of assessment and evaluation mechanism, the assessment of IPE mostly focuses on form, ignoring actual effectiveness, and there is no scientific evaluation standard for teachers; In terms of incentive mechanism, the support for the training, professional title evaluation and evaluation of teachers is insufficient, making it difficult to stimulate their work enthusiasm. At the same time, the guarantee mechanism of IPE is not perfect, and resource investment is insufficient, affecting the improvement of the quality.

3) Shortcomings in the Construction of Teachers

The professional quality of teachers is uneven, some teachers lack systematic Marxist theoretical training, insufficient understanding of new ideas and theories, and insufficient teaching ability; The number of teachers in related disciplines is insufficient to meet the needs; In addition, the training mechanism for teachers is not perfect, making it difficult to adapt to the development requirement, and there are shortcomings in teacher selection and training.

4) Adverse Effects of the External Environment

The external environment has adverse effects. The collision of diverse cultures, the infiltration of Western trends of thought and bad online information have led some students to be confused about values, increasing the difficulty of education.

IV. CONSTRUCTION OF THE EDUCATION LOGIC

A. CORE DIMENSIONS OF THE EDUCATION LOGIC

1) Value Logic

Value logic is the core of the education logic of IPE in HEIs in the new era, and its core orientation is fostering morality and cultivating people. It requires IPE to adhere to the correct value orientation, guide college students to establish correct world outlook, outlook on life and values, strengthen ideals and beliefs, and cultivate patriotism[19]. Value logic runs through the whole process of IPE, determines the direction and effectiveness of IPE, and is the soul of IPE, which is highly consistent with the requirements of General Secretary Xi Jinping's important expositions on IPE in HEIs.

2) Subject Logic

In the new era, students are redefined from passive targets to "value co-creators." This logic emphasizes "empathetic guidance" over "top-down delivery." As the leader of IPE, teachers undertake the responsibilities of ideological guidance, theoretical teaching and value leadership, and need to

TABLE 1. Statistical Table of Development Achievements

Achievement Dimension	Specific Performance	Survey Data
Improved Status	A leading group for IPE has been established, the working mechanism has been improved, and the core role of ideological and political courses has been highlighted.	89.2% of HEIs include IPE in the core system of talent training.
Improved Content	New ideas, core values and excellent traditional Chinese culture are integrated, combined with current political hotspots.	The satisfaction rate of interviewed college students with the content of correlated courses reaches 82.5%.

continuously improve their professional quality and innovate teaching methods; As the main body of IPE, students need to take the initiative to participate in the process of IPE, actively learn correlated theoretical knowledge, and transform theoretical knowledge into practical actions. It is necessary to give full play to the collaborative role of schools, families, society and other subjects to form a joint force of full-staff education, which is in line with the core requirements of the collaborative education theory.

3) Content Logic

Content logic is the basis of the education logic of IPE in HEIs in the new era, emphasizing that the content of IPE must realize the in-depth integration of theory and practice. The content should include not only theoretical knowledge such as basic Marxist theory, but also practical content such as practical exercise, volunteer service and current political hot spot analysis, so that college students can improve their ideological understanding in theoretical learning and temper their moral cultivation in practical exercise. At the same time, content logic requires that the content of IPE must fit the needs of the times and the growth of college students, update content in a timely manner, enhance pertinence and attractiveness, and avoid the problem of content being out of touch with reality, which is also the key to improving the effectiveness of IPE.

4) Method Logic

Method logic is the guarantee of the education logic of IPE in HEIs in the new era, emphasizing that the methods of IPE must realize the organic transformation from passive reception to active internalization. Rather than traditional theoretical indoctrination, the focus should shift to 'systematic theoretical scaffolding.' Traditional classroom teaching remains the foundation for providing a structured knowledge framework, but it must function as a springboard for interactive dialogue; It is also necessary to innovate teaching methods, use new media, practical teaching, case teaching, interactive teaching and other methods to enhance the interaction, experience and innovation of IPE. The core of method logic is to improve the effectiveness of IPE, make IPE truly enter the mind and heart, and implement the principle of "unifying integrity and innovation". The logic of method lies in using 'problem-based interaction' to verify and deepen the 'systematic theory,' thereby resolving

the friction between the teacher's authority in knowledge delivery and the student's autonomy in value construction.

B. INTERWOVEN OPERATION MECHANISM OF THE EDUCATION LOGIC

The four logic dimensions do not function in isolation but are activated through a multi-layered mechanism network.

1) Integrated Dynamic Mechanism

Value leadership provides the initial drive, but its sustainability depends on whether the transmission and feedback mechanisms successfully internalize these values into students' self-driven needs. As an external power, value leadership is led by the state, schools and other subjects, guiding college students to establish correct value orientations and stimulating their learning motivation through policy guidance, theoretical indoctrination and cultural edification; As an internal power, demand-driven stems from the growth and development needs of students. In order to improve their political literacy and realize their all-round development, college students take the initiative to participate in the process of IPE, forming the motivation for active learning.

2) Transmission Mechanism

The mechanism is a key link in the operation of education logic, mainly including two aspects: content transformation and carrier empowerment. Content transformation is no longer a one-way simplification of theory. It is a process of 'discursive translation' where teachers and students jointly reconstruct theoretical meaning through social practice and digital interaction, ensuring that students take ownership of the knowledge rather than just receiving it; Carrier empowerment refers to delivering the content to college students through classroom teaching, new media, practical activities and other carriers to enhance the communication power and influence of IPE. The effective operation of the transmission mechanism can ensure the effective transmission of IPE content and achieve the goal of value leadership. Beijing Union University has effectively promoted the transmission and transformation of IP content through carriers such as "Faith Tour" and "Walking Ideological and Political Courses".

3) Feedback Mechanism

The feedback mechanism is a guarantee link in the operation of education logic, mainly including two aspects:

effect evaluation and dynamic optimization. Effect evaluation refers to evaluating the actual effectiveness of IPE through questionnaires, interviews, practical performance analysis and other methods, understanding the ideological changes and learning effects of students, and finding out the existing problems in IPE; Dynamic optimization refers to adjusting and optimizing the content, methods and carriers of IPE according to the results of effect evaluation and aiming at existing problems, so as to continuously improve the pertinence and effectiveness. The effective operation of the feedback mechanism can realize the closed-loop management of IPE and promote the continuous improvement of education logic. To clearly present the corresponding relationship between the core dimensions and operation mechanisms, the following table (Table 2) is formulated.

V. EXPLORATION OF PRACTICAL PATHS

A. STRENGTHEN THEORETICAL ARMING AND CONSOLIDATE THE IDEOLOGICAL FOUNDATION OF EDUCATION

1) Improve the Content System of Courses

With Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as the core guiding principle, efforts should be made to optimize the content system of courses. This includes embedding Marxist basic tenets, core socialist values, and China's traditional, revolutionary, and advanced socialist cultures into the curriculum, keeping course materials updated, integrating contemporary political and social issues, and responding to students' developmental puzzles, all of which aim to boost the pertinence and timeliness of the content.

2) Deepen the Reform of Theory Teaching

Change the traditional theoretical indoctrination teaching model, deepen the reform of theory teaching, adopt case teaching, interactive teaching, situational teaching and other teaching methods to enhance the interaction, experience and innovation of teaching. Encourage teachers to select typical cases and hot events for analysis combined with teaching content, guide college students to take the initiative to think and participate actively, and deepen their understanding of theoretical knowledge.

B. INNOVATE EDUCATION CARRIERS AND ENHANCE THE ATTRACTIVENESS OF EDUCATION

1) Promote the In-depth Integration of "Curriculum Ideology and Politics"

On the one hand, strengthen the core position of ideological and political courses and improve the teaching quality of courses; On the other hand, excavate the correlated elements in various professional courses, and integrate IPE into the teaching objectives, content and process of professional courses. For example: In science and engineering professional courses, integrate the patriotism and innovative spirit of scientists; In liberal arts professional courses, integrate

fine traditional Chinese culture and core socialist values, so that IPE is everywhere.

2) Innovate Educational Forms by Using New Media Technology

Build a new media IPE platform [20], such as WeChat official account, video account, Douyin, Xuexi Qiangguo, etc., to push the theoretical knowledge, current political hotspots and typical cases, and enhance the communication power and influence of IPE. At the same time, use new media to carry out interactive exchange activities, such as online thematic discussions, knowledge competitions, live lectures, etc., to stimulate college students' participation enthusiasm, so that students can learn correlated knowledge and improve ideological understanding in interaction. In addition, produce vivid short videos, animations, documentaries, etc., to make IPE more attractive and appealing, fit the learning habits and acceptance methods of contemporary students, and improve the education effect of online IPE. To compare the application effects of different IPE carriers, the following table (Table 3) is formulated based on survey data and practical cases:

C. BUILD A COLLABORATIVE SYSTEM AND GATHER THE JOINT FORCE OF EDUCATION

1) Strengthen the Leading Role of Schools

Schools should improve the working mechanism of IPE, set up a leading group, coordinate the IPE work of various departments and disciplines in the school, and form a working pattern of "full-staff education, whole-process education and all-round education". Strengthen the construction of correlated courses and curriculum ideology and politics, improve the teaching management system, and improve the teaching quality; Strengthen the construction of campus culture, create a strong IPE atmosphere, and guide college students to establish correct values through campus cultural activities, theme classes and other forms. At the same time, strengthen communication and collaboration between schools, families and society, build a collaborative education platform, and promote the extension of IPE to families and society.

2) Broaden Social Participation Channels

Fully integrate social resources, broaden social participation channels, and guide social forces to participate in IPE in HEIs. Strengthen cooperation with enterprises, communities, public institutions, red education bases, etc., build a practical education platform, organize college students to carry out social practice, volunteer services, visits and studies, so that college students can temper moral cultivation and improve ideological and political literacy in practice. Invite outstanding people from all walks of life, industry models, revolutionary ancestors and other people to enter the campus to carry out lectures and share growth experiences and stories, setting an example for college students. Use social media and online platforms to publicize the

TABLE 2. Correspondence Table between Core Dimensions and Operation Mechanisms of the Education Logic of IPE in HEIs in the New Era

Core Dimension of Education Logic	Corresponding Operation Mechanism	Core Connotation	Core Goal
Value Logic	Dynamic (Leadership), Transmission (Internalization), and Feedback (Value alignment)	Foster morality and cultivate people, adhere to the correct value orientation.	Guide students to establish correct values and ensure their long-term stability.
Subject Logic	Transmission mechanism (carrier empowerment)	Collaboration between teachers and students, education for all staff.	Form a joint education force and improve participation.
Content Logic	Transmission mechanism (content transformation)	In-depth integration of theory and practice.	Enhance the pertinence and effectiveness of content.
Method Logic	Feedback mechanism (dynamic optimization)	Organic combination of tradition and innovation.	Improve the attractiveness and appeal of education.

TABLE 3. Comparison Table of Application Effects of Innovative Carriers for IPE in HEIs

Type of Education Carrier	Advantages	Application Scenarios	Application Effect (Survey Data)
Ideological and Political Courses	Systematic theory, clear orientation.	Classroom teaching, theoretical learning.	Student satisfaction: 82.5%
Curriculum Ideology and Politics	Integrated into majors, moistening things silently.	Professional teaching, practical teaching.	Student recognition: 78.3%
New Media Platform	Flexible form, strong interactivity.	Online learning, interactive communication.	Student participation: 85.7%
Practical Activities	Strong experience, unity of knowledge and practice.	Social practice, volunteer service.	Student sense of gain: 89.1%

achievements and typical cases of IPE in HEIs, create a good atmosphere for the whole society to care about and support IPE, and form a joint force of school-community collaborative education.

D. STRENGTHEN TEAM BUILDING AND IMPROVE EDUCATIONAL ABILITY

1) Improve the Training Mechanism for Teachers

Regularly organize teachers to participate in training on Marxist theor, etc., to improve their professional quality and theoretical level. Encourage teachers to carry out scientific research, in-depth study of hot and difficult issues of IPE in HEIs in the new era, and improve teaching and research capabilities; Organize teachers to conduct research and practice in enterprises, communities, red education bases, etc., enrich teaching experience, and enhance the pertinence and effectiveness of teaching. Introduce excellent teachers to enrich the team and optimize the structure.

2) Improve the Evaluation and Incentive System for Teachers

Establish a scientific evaluation standard, include the teaching quality, scientific research achievements and education effectiveness of teachers into the evaluation scope, and break the evaluation orientation of "valuing scientific research over teaching" and "valuing quantity over quality". Improve the incentive mechanism, give preference to outstanding teachers in recognition and rewards, professional title promotion, evaluation and selection, and stimulate their work enthusiasm and initiative. At the same time, care about the work and life of teachers, solve the difficulties and problems in their work, provide a good environment and conditions for their growth and development, attract more outstanding talents to engage in IPE, and improve the overall level of the team.

E. IMPROVE THE GUARANTEE MECHANISM AND CONSOLIDATE THE FOUNDATION OF EDUCATION

1) Improve the Institutional Guarantee System

Improve the institutional guarantee system of IPE in HEIs, formulate and improve the management system, teaching management system, assessment and evaluation system, safety management system, etc. of IPE, and standardize the development of IPE. Clarify the responsibilities of various departments and positions, and form a working mechanism of "clear division of labor, collaborative cooperation and implementation of responsibilities"; Strengthen the supervision and inspection of IPE, regularly inspect and evaluate the development and effectiveness of IPE, timely find and rectify problems, ensure the orderly development of IPE, implement the requirements of relevant policy documents, and promote the standardized and institutionalized development of IPE.

2) Strengthen Resource Guarantee

HEIs should establish a stable funding guarantee mechanism, include IPE funds in the annual budget, ensure special funds for special purposes, and focus on core areas such as correlated curriculum reform, practical teaching and teacher training. At the same time, integrate campus and social resources, optimize campus IPE hardware facilities, strengthen cooperation with local governments, enterprises and institutions, red education bases, and build a shared practical education platform. In addition, promote the informatization construction of IPE, build an intelligent teaching platform, and improve the information teaching ability of teachers.

VI. CONCLUSION

This paper draws the following main conclusions:

(1) IPE in HEIs in the new era is a key link in implementing the fundamental task of fostering morality and cultivating people. Its core connotation is constantly

enriched with the development of the times, and it has the core functions of value leadership, education and shaping people, and serving the overall situation. Marx's theory of all-round development of human beings, General Secretary Xi Jinping's important expositions on IPE in HEIs, collaborative education theory and value-leading theory are its important theoretical supports.

(2) At present, IPE in HEIs in the new era has achieved remarkable achievements such as improved status and improved educational content, but at the same time, there are prominent problems such as insufficient pertinence and effectiveness, weak coordination, outdated content and lagging methods. The root causes lie in ideological deviation, imperfect institutional mechanisms, shortcomings in teachers and adverse external environment.

(3) The education logic of IPE in HEIs in the new era is composed of value logic, subject logic, content logic and method logic. The four are interrelated and mutually supportive, and operate organically through dynamic, transmission and feedback mechanisms, jointly guiding the development of IPE.

(4) Based on the education logic, IPE in HEIs in the new era can solve the prominent problems, improve the pertinence, effectiveness and coordination of IPE, and promote the high-quality development of IPE through five practical paths: strengthening theoretical arming, innovating education carriers, building a collaborative system, strengthening team building and improving guarantee mechanisms.

AUTHOR CONTRIBUTIONS

Dou Na designed, collected and analyzed the data, and drafted the manuscript. Dou Na conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Dou Na participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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