Advances in Vocational and Technical Education (2026)
Clausius Scientific Press, Canada
DOI: 10.23977/avte.2026.080101
ISSN 2523-5834 Vol. 8 Num. 1

Research on the Advantages and Paths of Promoting Intangible Cultural Heritage into College Ideological and Political Courses

Hongwei Tao*, Dongyu Jiang

School of Marxism, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China
**Corresponding Author*

Keywords: Virtual Simulation Technology; Intangible Cultural Heritage Education; College Ideological and Political Courses; Immersive Learning; Teaching Mode Innovation; Education Ecosystem

Abstract: In an era characterized by digital transformation and the accelerated penetration of intelligent technology into the field of education, the teaching reform of ideological and political theory courses in colleges and universities faces profound challenges and historical opportunities. As a core resource for cultivating morality and character, the inheritance methods of intangible cultural heritage urgently need to break through the practical dilemmas existing in traditional teaching, such as a sense of historical alienation, weak emotional resonance, and difficulty in internalizing values. Virtual simulation technology, represented by virtual reality (VR) and augmented reality (AR), provides an innovative technological path for solving the above-mentioned dilemmas, owing to its unique advantages in constructing immersive, interactive, and imaginative learning environments. This article aims to systematically explore how virtual simulation technology can effectively promote the integration of intangible cultural heritage into college ideological and political courses, conducting an in-depth analysis from three perspectives: theoretical construction, path design, and strategic planning. It is expected to provide a systematic solution with both theoretical depth and practical operability for improving the effectiveness of intangible cultural heritage education and promoting the innovation of ideological and political course teaching paradigms.

1. Introduction

In an era characterized by the sweeping global wave of the information technology revolution, virtual simulation, as a prominent representative of cutting-edge digital technologies, is reshaping social production, life, and cognitive patterns with unprecedented depth and breadth. Intangible cultural heritage, a precious spiritual asset created by the people through long-term revolutionary, construction, and reform practices, embodies firm ideals and beliefs, deep patriotism, and noble moral pursuits. It serves as an indispensable core content resource and value-leading vehicle for ideological and political courses in universities [1, 2]. However, how to effectively achieve

intergenerational transmission and value internalization of intangible cultural heritage, enabling it to transcend temporal and spatial barriers and narrative divides, and truly touch the depths of the hearts of contemporary youth, remains a crucial issue facing ideological and political education. Traditional teaching methods often face realistic dilemmas in the transmission of intangible cultural heritage, such as alienation from historical contexts, weakened emotional resonance, and limited pathways for value recognition, necessitating innovative breakthroughs in teaching paradigms [3].

In recent years, virtual simulation technologies, represented by virtual reality (VR), augmented reality (AR), and mixed reality (MR), have provided highly promising technological solutions for overcoming the aforementioned dilemmas, thanks to their high sense of immersion, strong interactivity, and rich imagination [4, 5]. The empowerment of education by technology is gradually moving from the level of auxiliary tools to the core level of reconstructing teaching models and cognitive mechanisms. Therefore, systematically exploring how virtual simulation technology can effectively promote the integration of intangible cultural heritage into ideological and political courses in universities is not only an inquiry into the general laws of technology empowering teaching but also a strategic response to how to enhance the timeliness and effectiveness of ideological and political education in the digital age. Based on this, this study aims to construct a systematic analytical framework covering "theory-path-ecology," hoping not only to provide solid theoretical support and operable action guidelines for the application of virtual simulation technology in intangible cultural heritage education but also to contribute forward-looking and realistic thinking and solutions to the innovation, quality improvement, and efficiency enhancement of ideological and political courses in universities in the new era.

2. Theoretical Construction and Value Interpretation

2.1 The Teaching Dilemmas of Intangible Cultural Heritage Education

The current intangible cultural heritage education in ideological and political courses in universities encounters multiple real-world dilemmas in achieving its deep-seated goals. The primary dilemma stems from a "sense of historical alienation." Contemporary college students, as "digital natives," have a vast temporal and spatial gap between their growing environment and the years of revolutionary war and the initial period of socialist construction. Relying solely on textual descriptions, image displays, or even film and television materials for teaching makes it difficult for students to truly "enter" the historical context and understand the difficult choices and noble sacrifices made by their predecessors under specific historical conditions. This easily leads to superficial cognition and even misunderstandings and estrangement due to differences in the times [6]. Secondly, there is the dilemma of "weakened emotional resonance." The spiritual power of intangible cultural heritage needs to touch the soul through emotional ties to achieve value internalization. However, the traditional classroom's one-way transmission mode, dominated by teacher lectures, makes it difficult to effectively stimulate students' deep-seated emotional experiences. Historical figures become symbols in textbooks, heroic deeds become test points that need to be memorized, and spiritual connotations are reduced to abstract slogans. The teaching process lacks the "temperature" and "touch points" sufficient to move people's hearts and evoke empathy. Third, there is the dilemma of "singular pathways for value identification." The value of intangible cultural heritage lies not only in cognition but also in practice. The ideals and beliefs, spirit of sacrifice, collective concepts, and so on that it contains need to be truly understood and recognized through physical experience and reflection. Traditional teaching is limited by factors such as venues, funding, and safety, making it extremely difficult to organize large-scale, in-depth field practice investigations, leading value education to easily fall into the predicament of the separation of "knowing" and "doing." Students find it difficult to transform theoretical cognition

into inner beliefs and conscious action.

2.2 Analysis of the Educational Attributes of Virtual Simulation Technology

Virtual simulation technology, particularly Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR) technologies, offers new technological possibilities in response to the aforementioned teaching dilemmas. Its educational value is rooted in three core attributes: immersion, interactivity, and imagination [7]. In an educational context, a high degree of immersion can effectively shield external interference, highly concentrating learners' attention on virtual learning objects and environments, creating conditions for in-depth cognition and emotional experience. Interactivity refers to the ability of users to engage in real-time, two-way interaction and operation with objects in the virtual environment through natural gestures, actions, language, and even eye movements. This interaction breaks the limitations of traditional media's one-way transmission, transforming learners from passive observers into active participants who can influence the virtual environment through operations and exploration and receive immediate feedback, thereby constructing knowledge in the process of "learning by doing." Imagination emphasizes that technology can not only simulate the real world but also construct purely imaginary environments and situations that do not exist in reality, providing a platform for creative expression, complex system simulation, and extreme situation experience. These three attributes support each other and collectively constitute the unique advantages of virtual simulation technology in empowering education.

2.3 The Internal Mechanism and Core Advantages of Technology Empowerment

Based on an analysis of the challenges in intangible cultural heritage education and an understanding of the educational attributes of virtual simulation technology, we can systematically explain the internal mechanism of their integration and distill its irreplaceable core advantages compared to traditional teaching models. This internal mechanism is reflected in the following key dimensions of profound change [8].

First, there is the construction mechanism of "space-time travel and historical presence." Virtual simulation technology can overcome the rigid constraints of physical space and time, enabling high-precision digital restoration and artistic reproduction of historical scenes that have disappeared or are remote. Students can be "instantaneously transported" to the Red Boat on Nanhu Lake in Jiaxing, the grain-carrying trail in Jinggangshan, the cave dwellings in Yan'an, or the Shekou Industrial Zone in the early days of reform and opening up. This creation of a "sense of presence" completely changes the spatiotemporal dimensions of historical learning, transforming the linear and indirect transmission of historical knowledge into a three-dimensional and direct immersive historical experience. This "presence" on both physical and conscious levels is the foundation for establishing historical identity and emotional connection.

Second, there is the excitation mechanism of "multi-sensory immersion and emotional resonance." Traditional teaching mainly relies on visual and auditory channels, making the information input method relatively singular. Virtual simulation technology can integrate visual, auditory, tactile (preliminary), and even vestibular (sense of balance) multi-channel sensory information to construct an information environment that comprehensively envelops the learner. When students are placed in a virtual battlefield environment, hearing the roar of gunfire, seeing the smoke of gunpowder, and feeling (through vibration feedback) the impact of explosions, the depth and intensity of their emotional involvement is unmatched by watching documentaries. This strong emotional impact can effectively break emotional barriers, triggering empathy for the circumstances of historical figures, admiration for heroic feats, and compassion for the suffering of the nation,

thereby laying a solid emotional foundation for the recognition of values. Emotion is no longer an accessory to teaching, but the core driving force for deepening cognition and internalizing values.

Third, there is the realization mechanism of "embodied interaction and active construction of meaning." The interactivity of the virtual simulation environment enables students to "experience it with their bodies and verify it with their hearts." They can personally manipulate historical artifacts (virtual replicas), complete specific tasks in virtual scenarios (such as delivering intelligence, rescuing the wounded, and participating in construction labor), and even understand the ideological trends of virtual historical figures through dialogue. This interaction based on physical actions tightly binds the cognitive process with bodily experience, making the understanding of intangible spirit no longer an abstract logical reasoning, but a perception and discovery derived from personal experience. The learning process shifts from "being told the truth" to "discovering the truth in exploration," with students becoming active constructors of meaning, and their learning subjectivity, initiative, and creativity being greatly stimulated.

3. Practical Paths and Model Construction

3.1 Scenario-Based Reconstruction of Content System

The effectiveness of virtual simulation teaching depends primarily on the quality and form of the content. Integrating intangible cultural heritage into ideological and political education courses requires a creative transformation from textual and flat resources to three-dimensional and interactive digital scenarios. The core of this reconstruction process lies in externalizing the spiritual essence and historical logic of intangible cultural heritage into virtual situations that students can "enter," "perceive," and "interact" with.

The primary task is to conduct "high-fidelity digital modeling of major historical events and revolutionary scenes." This is not a simple three-dimensional replication, but a comprehensive restoration based on rigorous historical research, incorporating environmental atmosphere and era details. The goal of this high-fidelity modeling is to create the ultimate "historical realism," laying a solid material foundation for emotional resonance and embodied experience. The modeling process requires close collaboration between historians, cultural relic experts, and digital artists to ensure that every detail is verifiable and serves the overall educational narrative. Secondly, it is to promote the "creative transformation of abstract spiritual lineage into experienceable narratives". The greatness of intangible spirit often lies in the ordinary perseverance and extraordinary choices. The difficulty of teaching design lies in how to transform abstract concepts such as "firm ideals and beliefs," "selfless dedication," and "arduous struggle" into specific tasks, challenges, and narrative clues in a virtual environment. This requires the design thinking of interactive storytelling. For example, in order to allow students to understand the "spirit of the Long March," a multi-threaded narrative experience can be designed: students enter the virtual Long March from the perspective of an ordinary Red Army soldier, facing the choice of "whether to discard the heavy radio to travel light, or insist on carrying it to ensure communication"; encountering injured comrades along the way, facing the dilemma of "whether to stay to take care of them or continue to catch up with the team." Each choice will affect the subsequent plot development and task difficulty, and ultimately lead to different ending evaluations (non-historical endings, but reflective evaluations based on values). Through this "narrative-driven" experience, the abstract spirit is no longer a sermon, but a value judgment and action choice made in a specific situation, and its connotation can be naturally understood. Finally, it is to realize the "contextualized activation and utilization of intangible cultural relics and sites in the virtual environment." The cultural relics in the museum are static and isolated, and the stories and meanings behind them require a lot of explanation. In the virtual simulation environment, cultural relics can be "activated." This contextualized activation transforms

cultural relics from viewing objects into narrative triggers and interactive media, enabling students to establish emotional connections and meaningful associations with historical figures and historical events through in-depth interaction with cultural relics. The entire content reconstruction process is essentially a deep digital encoding and decoding of intangible cultural heritage resources, and its goal is to create a new type of teaching carrier that has both historical depth and gamified exploration charm.

3.2 Immersive Reconstruction of the Teaching Process

High-quality content requires a matching teaching process to be effective. Intangible cultural heritage teaching based on virtual simulation must completely change the linear process of "teacher lecturing, students listening" and build a spiral-up learning loop of "pre-class guidance, in-class immersion, and post-class sublimation." The core of this reconstruction is to deeply embed the virtual experience into all aspects of teaching, making it a core pivot point for triggering cognitive conflict, driving inquiry-based learning, and promoting meaning construction.

The core task of the pre-class stage is "contextual scenario setting and motivation stimulation." Teachers should not directly allow students to enter complex virtual scenarios but should lay the groundwork through careful instructional design. For example, before experiencing the virtual simulation of the "Jinggangshan Revolutionary Struggle," teachers can release a short trailer or a few 360-degree panoramic images and pose driving question chains: "How did the Red Army survive and develop under the enemy's economic blockade?" "How did the geographical environment of Jinggangshan affect revolutionary strategies?" At the same time, provide relevant background literature indexes. Students enter the virtual environment with clear questions and preliminary curiosity, and their exploratory behavior will shift from aimless to conscious observation and information collection, and their learning motivation will change from passive acceptance to active problem-solving. The key to this stage is "raising questions" and "focusing," preparing for an in-depth experience.

The in-class stage is the core of teaching and should be designed as a three-dimensional structured activity of "experience-inquiry-collaboration". The first is the "immersive experience" session. Under the guidance of teachers, students wear equipment to enter the virtual scenario and complete one or more pre-set basic experience tasks, such as "finding water sources, grain fields, and training grounds in virtual Jinggangshan within a specified time." This part focuses on sensory immersion and preliminary cognition, with the goal of obtaining first-hand "sensory materials" and triggering direct emotional responses. Subsequently, enter the "problem inquiry" session. Students leave the virtual environment and conduct group discussions around the questions generated before class and during the experience. Teachers play the role of guides and facilitators in this part, introducing theoretical frameworks in a timely manner to help students elevate specific experiences to regular understanding. The last part is the "Collaborative Practice" session. This is a more challenging comprehensive application stage. For example, each group completes a task based on virtual experience and discussion results: "design a thematic exhibition plan for the virtual 'Jinggangshan Memorial Hall'," or "simulate a Red Army officer meeting and propose and demonstrate feasible suggestions on 'how to break the economic blockade'." This part emphasizes knowledge integration, creative thinking, and teamwork, transforming individual experiences and cognition into the output of collective wisdom, which is a creative interpretation and application of the contemporary value of intangible spirit.

The goal of the post-class stage is to achieve "reflection, sublimation, and creative transformation." The shocking effect of virtual experience needs to be internalized into stable value cognition through individual in-depth reflection. Teachers should require students to write reflection

logs or research reports combining classroom experience and discussion, focusing on the changes in personal emotions, the revision of core viewpoints, and new understandings of the connotation of a certain intangible spirit. Furthermore, students can be encouraged to engage in digital creation, such as using the materials collected in the experience to produce a micro-documentary, write a short story with a historical theme, or design a simple interactive narrative prototype. This creative transformation activity transforms students from consumers of culture to re-producers of culture, completing the personalized reconstruction and identity consolidation of the meaning of intangible culture in the process of creation. The entire teaching process thus forms a complete learning cycle from contextual perception to rational construction and then to creative expression.

3.3 Multidimensional Evolution of the Evaluation System

Traditional evaluation methods, primarily based on final written exams, struggle to effectively measure students' emotional experiences, ability enhancements, and value internalization gained through virtual simulation teaching. Therefore, it is imperative to construct a multidimensional, comprehensive evaluation system that aligns with the immersive learning model and spans the entire learning process. This system should capture explicit knowledge acquisition and, more importantly, reveal implicit changes in emotional attitudes, the development of thinking skills, and the degree of value identification.

The first dimension is "Behavioral Data Tracking and Intelligent Analysis of the Learning Process." A key advantage of virtual simulation systems is their ability to automatically and objectively record students' massive behavioral data in the virtual environment, including movement paths, duration of visual focus on key points, number of interactions with critical objects, time sequences and step choices for completing tasks, and the frequency and content keywords of communication in multi-person collaborative scenarios. After processing with learning analysis techniques, these data can generate personalized learning dashboards, visually presenting students' exploration patterns (whether systematic exploration or jumping-style browsing), depth of participation, decision-making styles, and collaborative contributions.

The second dimension is "Qualitative Assessment Method Innovation for Emotional and Cognitive States." Behavioral data cannot directly reveal students' inner world; therefore, it is necessary to design scientific qualitative assessment tools. This includes structured experience reflection reports, requiring students to describe the most touching moments, explain the reasons, and connect them to theory; observation records of classroom debates and oral presentations, assessing their logical rigor, the richness of arguments (whether virtual experience evidence is effectively used), and the clarity of value positions. Pre- and post-tests can also be used to measure the depth of students' understanding of specific intangible spiritual connotations and the improvement of emotional identification. A more cutting-edge method is to attempt, under ethical norms, to combine lightweight physiological sensors (such as heart rate and skin electrical response monitoring) to assist in analyzing students' emotional arousal during key experiential episodes as a reference indicator of emotional engagement (not a basis for judgment). The core of qualitative assessment is to interpret the levels of meaning construction and value understanding demonstrated by students in experience and reflection.

The third dimension is "Value Connotation Evaluation Standards for Comprehensive Practical Outcomes." For schemes and reports produced during the "Collaborative Practice" component of the course, as well as digital works created after class, specialized evaluation rubrics should be established. Evaluation criteria should not only focus on technical completion or formal novelty but should also focus on the "value connotation" they embody. For example, when evaluating a "virtual exhibition area planning scheme," one should examine whether its narrative thread accurately

conveys historical logic, whether the selection of exhibits and explanations profoundly reveal the spiritual core, and whether the interactive design helps to evoke the audience's emotional resonance and reflection. When evaluating a student-created "intangible cultural heritage micro-movie," one should analyze whether its character shaping reflects the ordinariness and greatness of heroic figures, whether the plot conflict reflects real historical contradictions, and whether the theme sublimation is natural and rich in a sense of the times. The evaluation of practical outcomes is essentially an evaluation of students' ability to creatively transform and contemporarily interpret intangible cultural resources, and it is a crucial link in measuring the degree to which value internalization and practical externalization are combined.

4. Advancement Strategies and Development Ecosystem

4.1 Real-World Constraints and Development Bottlenecks

Despite the significant advantages of virtual simulation teaching, its large-scale, in-depth application still faces a series of severe challenges. The primary bottleneck lies in "the difficult balance between high-cost content development and historical authenticity." Creating high-quality virtual simulation resources with high immersion, strong interactivity, and compliance with teaching requirements requires significant investment in 3D modeling, program development, interaction design, sound effects production, and historical research. From planning to implementation often takes months or even longer, and requires in-depth cross-disciplinary collaboration among historians, education experts, technical engineers, and art designers. This high barrier to entry makes it difficult for many universities, especially local institutions, to independently develop high-quality original resources. More complex is the need to strictly ensure the accuracy of historical details and the correctness of value orientation while pursuing visual appeal and interactive fun, avoiding "historical trivialization" or excessive entertainment for the sake of attracting attention, which places extremely high demands on the historical literacy and educational understanding of the development team. Resource scarcity and uneven quality have become the primary obstacles restricting the popularization of the technology.

Secondly, there is the "dual challenge posed by the technical application threshold and teacher-student adaptability." From a hardware perspective, building a teaching environment that can support immersive experiences for multiple people simultaneously (such as VR laboratories, CAVE systems) requires considerable investment in site construction and equipment procurement, and also faces the problems of rapid equipment upgrades and high maintenance costs. From the user's perspective, some teachers and students may experience difficulties in adapting to the technology, such as physiological discomfort with head-mounted devices (motion sickness) or confusion with complex interactive interfaces, which can affect the fluency and comfort of the learning experience. The transformation of the teacher's role is particularly critical. They need to shift from being knowledge lecturers to designers of learning scenarios, facilitators of experiential activities, and technical support providers. This not only requires teachers to master basic equipment operation and process management skills, but also requires them to have the instructional design ability to transform teaching objectives into virtual learning tasks and conduct effective guidance and in-depth discussions in the blended virtual-real teaching process. At present, there is still a shortage of teachers with this kind of composite ability.

4.2 Systematic Promotion Strategy

To overcome the aforementioned bottlenecks and propel virtual simulation non-material cultural education from isolated cases to a widespread phenomenon, a systematic strategy involving

multi-stakeholder collaboration and multi-level efforts is necessary. We should rely on the National Smart Education Platform or regional alliances to establish a high-quality virtual simulation ideological and political education course resource library. Through copyright cooperation, authorized use, and alliance procurement, we can achieve widespread resource sharing, significantly reduce the usage cost for individual institutions, and solve the problems of redundant resource construction and low quality.

At the level of faculty development, it is necessary to design and implement a "graded and classified faculty capacity development plan." We should provide differentiated, step-by-step training support for teachers with different foundations. For the majority of ideological and political theory course teachers, general training should focus on "application ability," that is, how to skillfully use existing high-quality resources, how to organize virtual simulation classroom teaching activities, and how to perform basic equipment management. For core teachers and teaching teams, advanced training in "design ability" should be carried out, including learning experience design principles, simple interactive narrative script writing, and evaluation design of virtual teaching activities. In addition, national or regional virtual simulation ideological and political education teaching innovation design competitions, demonstration class observations, teaching salons and other activities should be held regularly to promote training through competitions and construction through evaluation. This will cultivate a group of "seed teachers" and teaching teams who can lead teaching reform, and promote the improvement of the overall teaching staff through their radiation effect.

At the level of application and promotion, we should explore an "application and promotion path that combines center radiation and mobile portability." On the one hand, we should support qualified institutions to build well-functioning school-level or college-level "virtual simulation ideological and political education teaching centers" as demonstration bases for carrying out in-depth immersive teaching, faculty training, and teaching research. On the other hand, in order to expand coverage, we should actively promote solutions with lower costs and greater flexibility. For example, the "VR all-in-one machine + mobile charging cabinet" model can easily bring equipment into different classrooms. Developing lightweight AR applications or "cloud rendering" VR applications based on smartphones allows students to experience some scenarios through their own mobile phones and simple head-mounted displays (Cardboard type). This "high configuration and popularization combination" model will help more institutions and students benefit.

At the level of institutional incentives, the key lies in improving the "teaching innovation-oriented incentive and evaluation system." Schools should substantially incorporate teachers' investment and achievements in virtual simulation teaching into the calculation of teaching workload, assessment of teaching performance, evaluation and appointment of professional titles, and evaluation system of teaching achievement awards. Special funds for virtual simulation teaching reform should be established to support teachers in carrying out resource application research, teaching model innovation, and effect evaluation experiments. Through institutional value recognition and resource inclination, we can effectively stimulate the intrinsic motivation of the majority of teachers to devote themselves to teaching reform and change the potential tendency of "emphasizing scientific research over teaching and emphasizing tradition over innovation."

5. Conclusion

Virtual simulation technology has opened a revolutionary path for the deep integration of intangible cultural heritage into ideological and political courses in universities. Its core value lies in realizing the "presence" of historical situations and the "experientialization" of value identity. This study, through theoretical interpretation and practical construction, demonstrates that the key

to successful integration lies in transcending the superficial application of technological tools and dedicating efforts to constructing a systematic teaching model centered on students' embodied experience, guided by problem inquiry, and aimed at value internalization. This transformation not only relies on high-fidelity content production and advanced technology platforms but also requires matching teacher competence, a scientific evaluation system, and sustainable institutional guarantees. Looking to the future, it is necessary to grasp the evolving trends of intelligent technology, and on the premise of adhering to historical authenticity and educational original intention, continuously promote the deep integration of technology empowerment and humanistic spirit, so that intangible genes can obtain a more infectious and vital inheritance form in the digital age, and ultimately achieve a strategic improvement in the effectiveness of cultivating people through ideological and political education in universities.

Acknowledgements

This work was supported by2025 Industry-Education Integration Curriculum Reform Project of the School Planning, Construction and Development Center of the Ministry of Education: Practical Research on Integrating Hainan Intangible Cultural Heritage into Ideological and Political Courses in Higher Vocational Colleges Based on Virtual Simulation Technology, Project No.: CSDP25LF4A406.

References

[1] Shi Tiewei, Su Jingpu. Exploring the Pathway of Integrating Virtual Simulation Technology into College Ideological and Political Course Teaching - Taking VR Film and Television as an Example [J]. Special Economic Zone Economy, 2025, (02): 157-160.

[2] Wang Liru, Guan Xinyu. Research on the Advantages and Pathways of Promoting School-Based Intangible Cultural Heritage Integration into College Ideological and Political Courses by Virtual Simulation Technology [J]. Journal of Chengdu Institute of Technology, 2023, 26(03): 102-106.

[3] Wu Yuying, Liu Guolong. Analysis on the Application of Intangible Historical and Cultural Resources in Virtual Simulation Courses of College Ideological and Political Studies [J]. Journal of Hubei Normal University (Philosophy and Social Sciences Edition), 2022, 42(06): 93-99.

[4] Pan Yue. Exploration of Virtual Simulation Experiment Assisting College Ideological and Political Course Teaching [N]. Heilongjiang Daily, 2025-11-28(008).

[5] Qin Yuyuan. Path Exploration of Digital and Intelligent Enabling Intangible Cultural Heritage Integration into the Practical Teaching of College Ideological and Political "Four Histories" Museum [J]. China Military-to-Civilian Transformation, 2025, (19): 197-199.

[6] Jiang Zifeng, Huang Hailian. Application Value, Difficulties and Optimization Strategies of Virtual Simulation in College Ideological and Political Courses [J]. Source Flow, 2025, (04): 17-20.

[7] Liu Haibo. Research on the Application of Virtual Simulation Technology in College Ideological and Political Course Teaching [J]. Henan Education (Higher Education), 2025, (01): 41-42.

[8] Xu Fengyang, He Tiancheng. Exploration and Optimization Pathway of Virtual Simulation Technology Application in College Ideological and Political Courses [J]. Educational Materials, 2025, (01): 97-99+103.