

# ***Implementation Paths for Promoting the Integrated Construction of Ideological and Political Courses in Universities, Middle, and Primary Schools***

**Aiwa Huang\*, Jinyan Chen**

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

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**Abstract:** Promoting the integrated construction of ideological and political courses in universities, middle, and primary schools is a significant strategic initiative in the new era to implement the fundamental task of fostering virtue through education and enhance the effectiveness of ideological and political work. As the high-end base and key stage of talent cultivation, universities shoulder the core mission of leading, connecting, and supporting in the integrated construction. This article elaborates on the connotation and necessity of promoting the integrated construction of ideological and political courses in universities, middle, and primary schools, explores the problems existing in the integrated construction of ideological and political courses in universities, middle, and primary schools, and then puts forward targeted improvement opinions, which is of great significance for promoting the integrated construction process.

## **1. Introduction**

The Ministry of Education, in its “Opinions on Strengthening the Construction of Ideological and Political Theory Course Teacher Teams in Primary and Secondary Schools in the New Era”, explicitly stated that the radiating role of Marxist colleges in universities should be brought into play. These colleges should proactively connect with the construction of ideological and political course teacher teams in primary and secondary schools [1]. The advantages of university talent teams should be used to improve the integration level of ideological and political courses, and the integrated construction of ideological and political courses in universities, middle schools, and primary schools should be effectively promoted. In the process of integrated construction of ideological and political courses in universities, middle schools, and primary schools, universities play a key role and should play a leading role. However, for a long time, there has been little discussion about who should lead the integrated construction of ideological and political courses in universities, middle schools, and primary schools[2]. This has led to problems such as insufficient leadership, weak coordination, and unclear goals in the integrated construction of ideological and political courses, which has affected the effectiveness of the integrated construction of ideological and political courses in universities, middle schools, and primary schools. Universities have

abundant teaching resources, faculty, and educational management experience, and should proactively take on the leading responsibility, actively provide effective guidance and support for this issue, so as to improve the educational quality and effectiveness of ideological and political courses in universities, middle schools, and primary schools, and promote the process of integrated construction of ideological and political courses in universities, middle schools, and primary schools [3].

## **2. Overview of Integrated Construction of Ideological and Political Courses in Universities, Middle, and Primary Schools**

The integration of ideological and political courses in Universities, Middle, and Primary Schools involves the scientific and rational arrangement of ideological and political courses teaching across different educational stages (Universities, Middle, and Primary Schools) based on students' physical and mental development patterns and the developmental characteristics of each stage [4]. This ensures close coordination and concerted efforts among the ideological and political courses at each stage, achieving continuous development and hierarchical improvement of students' ideological quality across different learning stages. Student analysis, classroom teaching, and assessment and evaluation are important factors affecting the integration of ideological and political courses in Universities, Middle, and Primary Schools. As the final stage of school education, the promotion of integrated construction of ideological and political courses in Universities, Middle, and Primary Schools by universities has its inherent necessity.

University ideological and political courses generally refers to theoretical courses such as "Ideological and Moral Cultivation and Legal Basis" and "An Overview of the Basic Principles of Marxism." As core courses for strengthening socialist core value education at the university education stage, universities should attach great importance to them, strengthen ideological and political education, and continuously improve the quality of education and teaching. However, in the context of integrated construction in Universities, Middle, and Primary Schools, university ideological and political courses teaching still suffers from problems such as teaching verbatim from textbooks and low teaching levels [5]. Therefore, the majority of ideological and political courses teachers must re-examine their job responsibilities and, with new concepts and methods, become practitioners and innovators in the process of ideological and political courses teaching reform in the new era.

The integrated construction of ideological and political courses in Universities, Middle, and Primary Schools is a systematic project. Primary schools mainly cultivate students' civility, politeness, and observance of rules; secondary schools mainly cultivate students' ideological and moral qualities and social responsibility; and universities mainly cultivate students' firm ideals and beliefs and practice socialist core values. Through integrated construction, guidance and connection can help students establish correct worldviews, outlooks on life, and values, to promote students' all-round development. Therefore, the new era has created a new pattern of development for university ideological and political courses teaching [6].

The overall planning of the integration of ideological and political courses in Universities, Middle, and Primary Schools aims to achieve better educational results and teaching effectiveness. As the "main channel" and "main front" of ideological and political education in schools, the fundamental criterion for measuring the effectiveness of ideological and political courses education and teaching is the degree to which students internalize the dominant ideology of society, namely Marxism. Therefore, the essence and core of the integration of ideological and political courses in Universities, Middle, and Primary Schools should be the integration of students' internalization of Marxist ideology, that is, the integration of students' ideological development. In other words, the

ideological and political courses teaching in the later stage should build upon the level of ideological development that students have formed in the previous stage, without exceeding or regressing, to achieve an orderly connection of students' ideological development, and through the ideological and political courses teaching in this stage, enable students to reach the level of ideological development that they should possess and can possess in this stage [7]. Therefore, the integration of ideological and political courses in Universities, Middle, and Primary Schools involves the scientific and rational arrangement of ideological and political courses teaching across different educational stages (Universities, Middle, and Primary Schools) based on students' physical and mental development patterns and the developmental characteristics of each stage. This ensures close coordination and concerted efforts among the ideological and political courses at each stage, achieving continuous development and hierarchical improvement of students' ideological quality across different learning stages.

### **3. Problems in the Integrated Construction of Ideological and Political Courses in Colleges, Primary, and Secondary Schools**

Colleges have made continuous efforts to promote the integrated construction of ideological and political courses in colleges, primary, and secondary schools, achieving certain results. However, they still face many areas that need improvement.

#### **3.1 Lack of Clear Guidance and Leadership**

The integrated construction of ideological and political courses in colleges, primary, and secondary schools requires an overall plan and unified guidance that runs through all academic stages, so that the ideological and political education of each academic stage can be organically connected and mutually promoted. Under the current circumstances, there is a lack of clear positioning and effective guidance regarding who should assume the leading role. Some colleges may think that this is a matter for primary and secondary schools themselves, while primary and secondary schools may think that this should be led by colleges or education authorities. Education departments at all levels may also have unclear responsibilities and ambiguous divisions of labor, resulting in the unclear issue of who should lead and promote the integrated construction of ideological and political courses in colleges, primary, and secondary schools. Due to the lack of unified guidance and leadership, there are large differences in the content setting, teaching methods, and evaluation standards of ideological and political courses between different academic stages. Students experience cognitive gaps and learning obstacles when transitioning between different academic stages, which affects the continuity and effectiveness of education and teaching. Schools lack an overall and systematic approach in the integrated construction of ideological and political courses, and it is difficult to effectively improve teaching effectiveness and education quality.

#### **3.2 Lack of Communication and Coordination**

Due to the implementation of hierarchical teaching in colleges, primary, and secondary schools, the teaching resources of schools at all levels are scattered, and there is a lack of effective integration mechanisms, resulting in low resource utilization efficiency. At the same time, poor communication and coordination between schools, information blockage, and resource mismatch are common, which affects the effectiveness of resource sharing and integration, and restricts the development of ideological and political course construction. In addition, the smooth transition between academic stages is hindered, and there is a lack of coordination in teaching content, methods, and evaluation, which affects the continuity of teaching and the effectiveness of

integration. Uneven distribution of educational resources is another prominent problem. Some regions or schools cannot fully share resources, which limits the integration effect. Finally, the current management system is lagging behind, and the management systems and curriculum settings between schools cannot be effectively coordinated, which further restricts the in-depth development of resource integration.

### 3.3 Poor Articulation across Educational Stages

China's ideological and political education (IPE) curriculum system covers IPE courses in four educational stages: primary school, junior high school, senior high school, and university. Although these stages are connected and integrated, each stage's IPE curriculum has established an independent system, with certain differences in educational goals, requirements, content, forms, and methods. With the in-depth advancement of the integrated construction of ideological and political courses in primary, secondary, and tertiary institutions, achieving cross-stage integration of educational resources has become a matter of urgency. However, in reality, there is a common phenomenon of poor articulation across educational stages, which poses challenges to the overall education system. There are significant differences in teaching content, teaching methods, evaluation criteria, teacher quality and training, and educational resources at all levels of schools, resulting in insufficient coordination and a lack of coherence in the teaching process, and the integrated effect has not been effectively achieved. Due to the discontinuity of teaching plans and the divergence of teaching models between different educational stages, students often fail to transition smoothly when connecting across educational stages, resulting in a waste of educational resources and a decline in teaching quality. This situation further affects the students' all-round development and the cultivation of their ideological and political literacy. At the same time, teachers also feel particularly troubled when faced with the challenge of poor articulation across educational stages, and need to spend more time and energy on adjustment and connection work, which affects their teaching quality and efficiency. Therefore, the lack of connection between IPE curriculum stages may lead to serious consequences, and even fragment the continuous growth process of students in IPE.

### 3.4 Imbalanced Resource Allocation

Universities possess abundant teaching resources and numerous teaching facilities such as libraries, laboratories, and research centers. In terms of professional competence, university faculty typically have profound academic backgrounds and specialized knowledge. University ideological and political education courses often offer more in-depth teaching content and methods, which helps cultivate students' critical thinking and innovative abilities. In contrast, ideological and political education courses in middle and primary schools face challenges due to insufficient teaching resources and teacher professional competence. For example, affected by the shortage of teaching resources and talent, the teaching resources for ideological and political education courses in primary and secondary schools are limited, making it impossible to provide rich teaching facilities and learning resources. The teaching staff in primary and secondary schools also exhibits uneven professional competence, with some teachers lacking systematic ideological and political education teaching training and the accumulation of professional knowledge. This results in the simplification of teaching content in ideological and political education courses at the primary and secondary school levels, which cannot fully meet students' cognitive needs and ideological development. Furthermore, due to differences in teaching resources and talent, university ideological and political education courses can provide a broader knowledge horizon and space for thinking, focusing on cultivating students' critical thinking and dialectical reasoning abilities;

whereas ideological and political education courses in middle and primary schools, due to the needs of exam-oriented education, focus more on the transmission of basic knowledge, often neglecting the improvement of academic literacy and abilities.

### **3.5 Imperfect Evaluation System**

Ideological and political education courses in Universities, Middle, and Primary Schools institutions still continue the traditional practice of valuing scores over quality and academic performance over abilities, failing to meet educational requirements. According to the requirements of the “Opinions of the Ministry of Education on Further Strengthening the Construction of Ideological and Political Courses in Primary and Secondary Schools in the New Era”, the assessment of ideological and political courses needs to “improve assessment methods, adopt a combination of multiple methods, assess students' understanding and practical performance of the content learned, and strive to comprehensively and objectively reflect students' Marxist theoretical qualities and moral character”. Many students achieve high scores in ideological and political courses, but their ideological awareness and understanding are not high. They have not truly learned how to use Marxist methods and theories to solve problems and analyze problems, and have not become true Marxists. This single evaluation method makes it difficult to comprehensively reflect students' actual learning and ideological and political qualities, and it is also difficult to stimulate students' learning interest and initiative. Evaluation standards are not clear enough. The integrated evaluation standards for ideological and political courses lack unified norms and clear guidance, resulting in a lack of objectivity and fairness in the evaluation process. A lack of clear evaluation standards can also easily lead to subjectivity and arbitrariness in evaluation results, reducing the credibility and effectiveness of the evaluation.

To this end, colleges and universities should actively play a leading role and establish a three-dimensional, highly collaborative ideological and political curriculum system, teaching system, and education system through coordinated design, unified arrangements, and organic integration. In this community, colleges and universities play a leading role, while middle and primary schools are the supporting and supplementary forces, jointly committed to cultivating students' correct worldview, outlook on life, and values. Through the establishment of a community, the sharing and effective allocation of ideological and political education resources in Universities, Middle, and Primary Schools can be realized, and the coherence and coordination of ideological and political education content in different school sections can be improved.

## **4. Paths for Promoting the Integrated Construction of Ideological and Political Courses in Colleges, Primary and Secondary Schools**

To truly implement the integrated construction of ideological and political courses in colleges, primary and secondary schools, colleges must avoid mere lip service or being content with occasional joint activities. It is essential to establish a comprehensive, practical, and sustainable working system. The key to this system lies in colleges taking the initiative to fully utilize their advantages—knowledge, talent, and resources—through five specific approaches, exerting efforts both upwards and downwards, truly breaking down the barriers between universities and primary and secondary schools, allowing ideological and political education to naturally connect and gradually deepen across different academic stages, forming an organic whole.

### **4.1 Constructing an Integrated Content System**

The effectiveness of ideological and political education ultimately depends on the teaching



content. Integration is impossible if the content of each educational stage is simply repetitive or exhibits obvious disconnections. The core task of universities in this area is to transform from "terminal" and "high-end" to "hub" and "engine," deeply participating in and leading the research and design of an integrated content system. Firstly, university experts and scholars, especially those from Marxist colleges, should leverage their profound theoretical foundation and research capabilities to actively participate in the research and argumentation of national and provincial integrated ideological and political course teaching guidelines, curriculum standards, and textbook revisions for Universities, Middle, and Primary Schools. This ensures the scientific nature and coherence of the top-level design from the source, providing a professional basis for the content division and emphasis of different educational stages. Secondly, universities must proactively "lower themselves" to study primary and secondary school textbooks, organizing teacher teams to systematically sort out the content context of courses such as "Morality and Rule of Law" in primary school, "Morality and Rule of Law" in junior high school, "Ideological and Political" in senior high school, and "Ideological and Moral Cultivation and Legal Basis" in universities. This involves precisely identifying the distribution of knowledge points, values, and ability requirements across different educational stages. Based on this, the teaching design and content delivery of ideological and political courses in universities should not "start from scratch," but should be clearly built on the endpoint of secondary school teaching, achieving natural content extension, theoretical deepening and expansion, and elevation of thought. For example, when teaching the theme of "Socialism with Chinese Characteristics", university classrooms should avoid simply repeating the basic concepts and historical processes already covered in secondary school. Instead, they should focus on guiding students to deeply explore its theoretical logic, historical inevitability, practical challenges, and comparison with other models in the world, achieving a leap from "knowing what it is" to "knowing why it is". Thirdly, universities should combine their own disciplinary characteristics, historical traditions, and research advantages to develop a series of leading and exemplary specialized and modular teaching content, such as "Marxism and Contemporary Ideological Trends", "Technological Ethics and Craftsman Spirit", and "The Practical Logic of Rural Revitalization". These high-quality content modules can not only enrich teaching within the university but can also be radiated to secondary schools as high-quality resources, providing in-depth learning materials for secondary school students with surplus capacity or secondary school teachers. Thus, they play the role of "reservoir" and "source of innovation" in the integrated content system.

#### 4.2 Integrated Innovation Path of Teaching Methods and Resources

Even the best content needs to be presented through appropriate teaching methods and rich resource carriers. Universities are at the forefront of exploring research-based, interactive, and practical teaching methods and should transform their achievements and radiate them to the entire integrated system. In terms of teaching methods, universities should summarize and promote effective modern teaching methods such as project-based learning (PBL), case teaching, scenario simulation, and academic debates. They should demonstrate how to apply these methods to classrooms in different grades through demonstration classes, workshops, and other forms to stimulate students' subjectivity and desire for exploration. For example, a teaching theme on "Socialist Core Values" can be used for emotional enlightenment in elementary school through storytelling and drawing pictures; rational cognition in middle school through group discussions and case analysis; and in universities, project-based learning can be used to allow students to conduct social research around a certain value (such as "rule of law"), write reports, and propose policy recommendations, thereby realizing the synchronous improvement of teaching methods and

depth of thinking with the academic stage. In terms of teaching resources, universities should take the lead or deeply participate in the construction of regional and even national integrated ideological and political course teaching resource library sharing platforms. This platform should gather digital resources such as high-quality courseware, typical course examples, famous teacher videos, classic cases, video materials, and data charts from various academic stages, and conduct refined labeling and management according to themes and academic stages to facilitate teachers from different academic stages to access and use them as needed, and realize the interconnection, co-construction, and sharing of high-quality resources. In addition, the integration of practical teaching resources is essential. Universities have rich museums, school history museums, key laboratories, innovation and entrepreneurship bases, as well as deep alumni and social resources. Universities should systematically open these resources to primary and secondary school students and design and develop thematic research routes and practical projects that connect universities, middle schools, and primary schools. For example, organize elementary school students to visit university museums for fun, middle school students to conduct experience and observation in laboratories, and university students to participate as volunteers or docents. At the same time, organize university students to conduct theoretical presentations or club guidance in primary and secondary schools in combination with their majors. This practical model combining "bringing in" and "going out" can not only revitalize university resources, but also allow ideological and political education to move from books to reality, leaving a deep impression on students at all academic stages.

#### 4.3 Integrated Cultivation Path for the Teaching Faculty

Teachers are the primary resource for education and the ultimate executors of all concepts and strategies. To clear the "last mile" of integrated ideological and political education from primary school through university, the key lies in building a teaching faculty that understands each other, shares common values, and possesses complementary skills. Universities, especially their Marxism schools, must undertake the crucial task of cultivating and training core teachers for the integrated system. First, it is necessary to fully leverage the platform role of national and provincial-level training bases for ideological and political course teachers. Schools should regularly organize advanced training courses, theoretical frontier lectures and academic seminars for key teachers of ideological and political courses in primary and secondary schools. Teachers should promptly introduce the latest research achievements and educational reform trends to students, helping them enhance their theoretical literacy and broaden their horizons. Secondly, efforts should be made to build a "teacher research and teaching community for ideological and political courses in primary, secondary and higher education institutions". This is the most effective and direct measure to break down barriers between educational stages. A fixed collective lesson preparation mechanism can be established, focusing on common themes such as "common prosperity" and "a community with a shared future for mankind." This allows teachers from Universities, Middle, and Primary Schools to prepare a lesson together, introduce student learning, teaching objectives, and design ideas to each other, and achieve mutual understanding and inspiration through exchanges and discussions. A system of mutual classroom observation and lesson evaluation should be established. University teachers should visit middle schools to experience the teaching atmosphere, while middle school teachers should come to universities to understand the depth and direction. Joint teaching and research projects across educational stages can also be established, encouraging teachers from Universities, Middle, and Primary Schools to jointly apply for and conduct research on key and difficult issues in integrated teaching, deepening collaboration in scientific research practices. Third, a two-way exchange mechanism for teachers should be explored. We should encourage outstanding university teachers of ideological and political education, doctoral students, and master's students to

serve as mentors, give lectures or offer elective courses in primary and secondary schools. At the same time, we should select outstanding primary and secondary school ideological and political course teachers to visit universities, pursue on-the-job degrees, or participate in scientific research projects. This personnel flow can greatly promote the integration of educational concepts and teaching styles, injecting fresh vitality into integrated construction.

#### **4.4 Integrated Construction Path of Collaborative Mechanisms**

Integrated construction is highly susceptible to becoming a mere formality or a campaign if it lacks stable and long-term mechanisms for assurance. Universities must proactively plan and promote the construction of multi-level, multi-entity collaborative mechanisms to solidify cooperation and ensure its regular operation. At the inter-university level, universities should proactively "descend" and establish close counterpart collaboration relationships with a number of high-level high schools, distinctive junior high schools, and primary schools within the region. This can be achieved through the signing of strategic cooperation agreements, clarifying the rights and obligations of both parties in curriculum development, teaching research, faculty exchange, resource sharing, practice base construction, and other aspects, forming a "university-high school-junior high school-primary school" chain cooperation model, gradually promoting from point to area. At the intra-university level, universities must first achieve internal collaboration, establishing an integrated construction work leading group headed by university leaders, with the participation of functional departments such as the Marxism College, Academic Affairs Office, Student Affairs Department, Communist Youth League Committee, Publicity Department, and Faculty Affairs Department. This group should hold regular joint meetings to deliberate, coordinate policies, funding, and resources, break down departmental barriers within the university, and form a cohesive "one chessboard" work synergy. At a broader social level, universities should actively integrate into and help build a "Government-University-Secondary School" (G-U-S) tripartite linkage governance mechanism. They should actively respond to and implement the top-level design of education administrative departments, striving for policy and project support. Simultaneously, they should keenly perceive the actual needs of primary and secondary schools, transforming the will of the government and the wisdom of the grassroots into practical action plans through the academic and talent advantages of universities, playing the role of a "transfer station" and "amplifier" connecting top and bottom.

#### **4.5 Exploration Path for Integrated Evaluation System**

Evaluation is the baton, possessing a powerful guiding function. To advance integrated construction, it is imperative to reform the original, mutually fragmented evaluation model and explore the establishment of a comprehensive evaluation system capable of longitudinal tracking and horizontal comparison. Universities should leverage their professional expertise in educational measurement and evaluation to actively participate in researching and designing evaluation indicators and tools that can observe the longitudinal development of students' ideological and political literacy. This involves not only focusing on students' summative performance in a specific academic stage but also paying attention to their progress, ability transfer, and value formation from elementary school to university, thereby contributing to the realization of developmental evaluation. In terms of evaluation methods, the application of more process-oriented evaluations should be promoted, such as establishing student ideological and political growth portfolios to record their participation in practical activities, research achievements, and behavioral performance in different academic stages, painting a dynamic and three-dimensional portrait of their growth. More importantly, the effectiveness of supporting, participating in, and advancing integrated construction



must be incorporated into the evaluation indicator system for the quality of ideological and political courses in universities, the performance evaluation of Marxism schools, and the evaluation of relevant teachers' professional titles, evaluation for honors, and rewards. Through institutional incentives and constraints, the enthusiasm and endogenous motivation of universities and teachers to participate in integrated construction can be fundamentally mobilized, ensuring that various paths and strategies can be carried out persistently and deeply, ultimately converging into a powerful force for enhancing the overall effectiveness of cultivating morality and nurturing people.

## 5. Conclusion

As a critical hub and driving engine for the integrated construction of ideological and political education courses in Universities, Middle, and Primary Schools, universities' core mission lies in transforming top-level design into a vivid educational reality through systematic path innovation and solid practice. This study proposes that universities must transcend traditional role positioning and proactively rely on their theoretical, talent, and resource advantages to work together in five dimensions: content reconstruction, methodological innovation, teacher training, mechanism construction, and evaluation reform. This coordinated effort aims to build an organically connected and efficiently operating integrated implementation system. This system aims to effectively break down the barriers between academic stages and achieve a gradual progression of ideological and political education in time and a spiral increase in level, ultimately converging to form an overall synergy for moral education.

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