# A Study on the Causes of Difficulties in the Teaching Connection between High School Ideological and Political Courses and College Ideological and Political Theory Courses and the Systematic Solutions

**Aiwa Huang[1], Ailuan Huang[2],\***

[1]*School of Marxism, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China*
[2]*College of Physical Education and Health, Hainan Tropical Ocean University, Sanya, Hainan, 572000, China*
*\*Corresponding Author*

*Abstract:* Fostering virtue through education is the fundamental task of education, and ideological and political courses are the key courses for implementing this fundamental task. At present, China is in a critical period of the great rejuvenation of the Chinese nation, which puts forward higher requirements for cultivating a new generation of young people who can shoulder the responsibility of national rejuvenation. Against this background, promoting the integrated construction of ideological and political courses in primary, secondary and tertiary education, especially realizing the effective connection between the teaching of high school ideological and political courses and college ideological and political theory courses, has become an important issue in deepening the reform and innovation of ideological and political courses. This study focuses on the key link of the teaching connection between high school ideological and political courses and college ideological and political theory courses. By systematically analyzing the practical difficulties and deeply exploring the multiple causes behind these difficulties, it finally puts forward a set of systematic solutions. The purpose of this study is to provide theoretical support and practical reference for promoting the connotative development of ideological and political courses and improving the effectiveness of moral education.

## 1. Introduction

Since China entered the new era, the teaching of ideological and political courses has been faced with new tasks and challenges under the new situation. Promoting the integrated construction of ideological and political courses in primary, secondary and tertiary education is not only a new requirement for the development of education in the new era, but also an important mission of ideological and political education work in the new era. Among them, the teaching connection between high school ideological and political courses and college ideological and political theory

courses, as a key link in the process of integrated construction of ideological and political courses in primary, secondary and tertiary education, the research on this issue is not only to meet the requirements of the development of the new era, but also a practical requirement for high schools and colleges to implement the fundamental task of fostering virtue through education and cultivate builders and successors of the socialist cause in their ideological and political courses. This paper first systematically sorts out the practical difficulties in the teaching connection between high school ideological and political courses and college ideological and political theory courses, then deeply analyzes the multiple causes behind these difficulties, and finally puts forward systematic solutions [1]. Through this research, it is expected to provide theoretical reference for promoting the integrated construction of ideological and political courses in primary, secondary and tertiary education, offer feasible plans for front-line teaching practice, and ultimately promote the full play of the moral education function of ideological and political courses, so as to cultivate more young people of the times who are competent for the task of national rejuvenation.

## 2. Practical Difficulties in the Teaching Connection between High School Ideological and Political Courses and College Ideological and Political Theory Courses

The connection between the teaching of high school ideological and political courses and college ideological and political theory courses is not a simple continuation of knowledge, but rather an organic process characterized by a spiral ascent of moral education goals, a gradual deepening of cognitive structure, and the continuous development of comprehensive literacy. However, in reality, the teaching between these two educational stages shows significant discontinuities and misalignments. Such structural contradictions directly lead to internal friction and a decline in teaching effectiveness [2]. Only by facing these problems head-on can we actively explore corresponding construction paths.

### 2.1 Lack of Gradation in Curriculum Goals

Curriculum goals serve as the overarching framework and soul of teaching activities, and their formulation directly determines the direction of teaching practice. The core goal of high school ideological and political courses is to guide students to initially form correct worldviews, outlooks on life, and values, and to achieve "cognition" and "recognition" of the basic concepts, national policies, and national conditions of socialism with Chinese characteristics. This goal is distinctly fundamental, normative, and indoctrinative in nature, aiming to lay a shared ideological foundation for adolescent students. In contrast, college ideological and political theory courses are entrusted with a higher mission. On the basis of students' existing cognition, these courses require students to systematically master the scientific system and internal logic of Marxist theory, deeply understand the theory and practice of socialism with Chinese characteristics, and ultimately develop unshakable "theoretical confidence" and "path confidence", while acquiring the ability to analyze and critically examine practical issues using theory [3].

The original intention of designing these two sets of goals was to form a coherent ladder. However, the practical difficulty lies in the existence of a critical "disconnected level" in this ladder. After entering college, many new students are suddenly confronted with highly theoretical and systematic course content, yet their thinking patterns remain at the level of acceptance and memorization typical of high school. They fail to promptly switch to the "reflection and inquiry" mode required by university learning, thus feeling that the college curriculum goals are out of reach and experiencing intense cognitive discomfort and reluctance to learn. This discontinuity in goal connection forces college ideological and political theory courses to struggle with a balance between supplementing basic knowledge and elevating theoretical depth, seriously impeding the effective achievement of the

high-level goal of "theoretical confidence" [4].

## 2.2 The "Interlayer Dilemma" in the Connection of Teaching Content

In the process of arranging textbook content, the fundamental principle of "spiral progression" is usually followed. That is, the depth and breadth of textbook content need to be adjusted accordingly based on the socialization characteristics of learners. However, such a spiral-progressive compilation feature can only be realized on the basis of a scientific top-level design. Since high school ideological and political course teaching falls within the scope of basic education, while college ideological and political theory course teaching belongs to the category of higher education, this leads to an obvious shortcoming of insufficient systematicness in the teaching content of the two. As a result, courses that should be part of the same system reveal defects such as simple repetition of content or disconnection between content and form in specific teaching practice. Beneath the surface of repetition lies a more profound "high-level discontinuity". This discontinuity emerges abruptly when college courses attempt to go beyond the basic content of high school and advance to a deeper level. For instance, the narration of the reform and opening-up process in high school history textbooks focuses on great achievements and the context of historical facts. In contrast, the college course "An Introduction to Mao Zedong Thought" and the "Theoretical System of Socialism with Chinese Characteristics" requires in-depth analysis from multiple theoretical perspectives, such as the transformation of production relations, the transition of social governance, and the context of globalization, while also introducing debates among different academic viewpoints. For high school graduates who have just moved away from the standardized knowledge system, this shift in analytical frameworks, the sudden increase in theoretical depth, and the diversity of academic viewpoints constitute an unfamiliar and challenging discourse system. They lack the necessary knowledge preparation and thinking training to cope with such a leap, thus forming a new cognitive gap. The coexistence of this repetition and discontinuity essentially reflects the lack of refined stratification and connection in the design of the content system, failing to build a knowledge spectrum that enables smooth transition and gradual deepening [5].

## 2.3 Inertial Impediment of Teaching Methods

Teaching methods serve as a bridge to achieve teaching goals, and students' cognitive habits are largely shaped by the teaching models they have long experienced. For a long time, traditional teaching models have remained deeply rooted in most high schools, where high school ideological and political courses are still treated as "non-core" subjects. Therefore, given the extremely limited class hours allocated by high schools, most teachers of high school ideological and political courses, in order to complete the teaching content required by the school for the semester, often restrict themselves to textbook knowledge. The content lacks divergence, the teaching lacks innovation, and it is difficult to train students' thinking abilities. This has led students to form a rigid mindset that equates high school political studies with rote memorization. Meanwhile, due to the pressure of examinations and specific teaching conditions, high school ideological and political courses can basically only be conducted in classrooms. Political practical activities such as outdoor visits and field investigations are extremely rare, resulting in a relatively single teaching method and an insufficiently open teaching environment. This causes political teaching at this stage to remain at the theoretical level, making it difficult to conduct in-depth interaction with practice. However, high school ideological and political courses actually have a strong practical nature. When disconnected from society, the teaching effectiveness of this course will be greatly reduced. In particular, some high school graduates, after entering college, still carry over the negative learning experiences formed in high school. Moreover, some teachers of college ideological and political theory courses still cling

to the traditional teaching model of "teachers unilaterally imparting knowledge and students passively learning" in their teaching. Under such circumstances, the implementation of teaching connection work becomes even more difficult [6].

## 2.4 Students' Weak Cognition of Connection

Students are key subjects in teachers' implementation of ideological and political teaching activities. Their own learning methods, disciplinary literacy, and learning initiative are inextricably linked to the implementation of ideological and political teaching in high schools and colleges, as well as the optimization of connection work.

In the current teaching connection between high school and college ideological and political courses, high school students are still constrained by the task of the college entrance examination. They focus more on how to quickly master key knowledge points and correctly answer exam questions, while lacking the necessary attention to practical activities and social reality. It is difficult for them to proactively perceive the impact of high school ideological and political courses on themselves. Compared with high school students, college students have a certain degree of improvement in initiative and critical thinking ability. However, some college students have cognitive biases towards the study of ideological and political education-related courses. They tend to regard learning these courses as a "tool" to obtain credits, succeed in postgraduate entrance examinations, or pass civil service examinations. As a result, the moral education function of these courses becomes even harder to be effectively realized. Nevertheless, this problem is not accidental nor does it suddenly emerge in college. Instead, it is closely related to their previous high school education. To a large extent, it is the result of problems existing in students' high school education extending into college.

## 2.5 Deviation in the Orientation of Evaluation Systems

Teaching evaluation acts as a "baton", directly shaping teachers' teaching behaviors and students' learning strategies in a reverse manner. The core of the evaluation system for high school ideological and political courses lies in the college entrance examination or academic proficiency tests. Its evaluation criteria focus on the memorization, understanding of basic knowledge, and accurate reproduction of such knowledge in standardized scenarios. Answers are often closed, unique, and definite. In contrast, the evaluation concept of college ideological and political courses tends to be more "competence-oriented", aiming to assess students' abilities in theoretical thinking, comprehensive analysis, and value judgment. Its evaluation methods usually combine formative evaluation and summative evaluation, with diverse carriers including class presentations, book reports, research papers, and social practice surveys. There are no standard answers for this type of evaluation, which encourages innovative thinking and personalized expression.

However, college students who have just gone through the fierce competition of the college entrance examination often feel at a loss when facing such an open and diverse evaluation system. They are accustomed to reciting "key points" to cope with exams but are not proficient in writing papers with independent viewpoints; they are skilled at answering multiple-choice questions with unique answers but are hesitant to make impromptu and logically clear speeches in class. This disconnection between evaluation systems renders the "successful strategies" that students formed in high school completely ineffective in college. They have to go through a painful and long adaptation process, during which their learning experience and effectiveness in ideological and political courses will inevitably face severe challenges.

## 3. Analysis of the Causes of Teaching Connection Difficulties

Ideological and political education itself is a complex system composed of many interrelated and interacting elements. The actual teaching effectiveness of ideological and political courses, whether in high schools or colleges, is influenced by a variety of factors.

### 3.1 Discretization in the Setting of Teaching Goals

Although the national-level educational guidelines have pointed out the overall direction for the construction of ideological and political courses, there is still a significant tendency of "discretization" in the specific setting of curriculum goals between high schools and colleges. There is a lack of a clear and operable "integrated competency progression blueprint" that runs through all stages of primary, secondary, and tertiary education. Although the current curriculum standards clearly define the teaching goals for their respective stages, these goals are more like horizontal, stage-specific lists of content and competency requirements. In terms of vertical, cross-stage connectivity and progression, they are vague and macro-oriented. For example, the goal of "cultivating students' dialectical materialist thinking" may appear in both high school and college curriculum standards. However, there is a lack of refined and measurable hierarchical indicators regarding the specific level that should be achieved in high school, and the dimensions in which deepening and expansion should be realized in college. This discretization in goal setting directly leads to blindness in teaching practice. To ensure that students are prepared for the college entrance examination, high school teachers inevitably anchor their teaching goals on the basic knowledge and core competencies specified in the curriculum standards, making it difficult and impossible for them to take into account the long-term development needs of students after they enter college. On the other hand, college teachers, due to their lack of understanding of the actual depth and breadth of high school teaching, easily fall into a dilemma when designing the starting point of their teaching: either they underestimate students' basic knowledge, resulting in tedious repetition, or they overestimate their theoretical preparation, leading to students' cognitive discontinuity. This disconnection in goal levels caused by the lack of top-level design makes the teaching of ideological and political courses in the two stages like two parallel lines—though there is an intention to intersect, there is no substantive connection.

### 3.2 Isolation of Teacher Communities

Teachers are the direct implementers of teaching activities and the key to the effective implementation of teaching connection. However, in reality, high school ideological and political course teachers and college ideological and political theory course teachers belong to two distinctly different "professional communities," with profound cognitive and practical barriers between them. This state of isolation stems from multiple aspects: First, differences in sense of belonging and professional identity. High school teachers work in the context of basic education, where their professional development and promotion of professional titles are closely linked to college entrance examination results. In contrast, college teachers operate in the field of academic research, with their core evaluation indicators being research projects and paper publications. There are significant differences between the two groups in terms of professional pressure, work priorities, and discourse systems. Second, the lack of stable and effective collaborative platforms. Although there are occasional initiatives for "integrated teaching and research activities across primary, secondary, and tertiary education," most of these activities are temporary and symbolic, failing to form a regularized and institutionalized mechanism for joint lesson preparation, mutual classroom observations, and thematic discussions. Without the support of stable platforms, in-depth communication and mutual

understanding are impossible. Third, the lack of a shared "discourse" for teaching and research. High school teaching and research mostly focus on topics such as "how to explain knowledge points thoroughly" and "how to improve exam-taking skills," while college teaching and research pay more attention to academic frontiers, theoretical innovation, and disciplinary construction. This misalignment in teaching and research topics often leads to an awkward situation where the two groups "talk past each other" even when sitting together, making it difficult to conduct substantive cooperation on specific issues such as "how to achieve effective progression of teaching content" and "how to design connected teaching methods". The isolation of teacher communities prevents the smooth flow of valuable practical experience and student learning information between the two educational stages. Colleges do not know "what high schools have taught and to what extent," and high schools do not know "what colleges need and what expectations they have." Inevitably, the teaching connection becomes an empty talk.

### 3.3 Path Dependence in Exam-Oriented Education

The National College Entrance Examination (Gaokao), as the most critical link connecting senior high schools and universities, has shaped the teaching logic of senior high school education—focused on "the final year, or even all three years"—through its powerful selection and screening functions. For senior high school Ideological and Political courses, the primary and even core criterion for evaluating their teaching effectiveness is students' performance in the Gaokao. This "exam-oriented logic", as a strong structural force, systematically restricts any teaching innovations that attempt to align with university teaching methods. When teaching approaches conducive to cultivating students' higher-order thinking skills—such as inquiry-based teaching and project-based learning—are regarded as "high-risk" choices (due to potential "disruption to review progress" or "unobvious score improvement effects" in the short term), the more secure and efficient indoctrination model of "teacher-centered lecturing and student-centered note-taking" becomes the rational option. This path dependence not only solidifies teachers' teaching behaviors but also profoundly shapes students' learning habits and thinking patterns, making them accustomed to passively accepting standard answers rather than proactively constructing their own knowledge systems. Consequently, when students enter a university environment that advocates autonomy and inquiry, intense conflicts inevitably arise between the "inertia" of their long-formed thinking and the "shift" in university teaching methods. It can be said that the cultural ecosystem of exam-oriented education is like an invisible gravitational field: it holds back the teaching of senior high school Ideological and Political courses, making it difficult to achieve a natural transition in teaching methods with universities, and thus becomes the most stubborn and deep-rooted social and cultural barrier to convergence.

### 4. Exploration of Paths to Achieve Effective Connection between Ideological and Political Courses in Senior High Schools and Universities

Addressing the disconnect in the teaching of Ideological and Political courses between senior high schools and universities is far beyond what can be accomplished through partial adjustments or technical fixes. It necessitates a holistic, systematic mindset and the construction of an integrated, multi-dimensional, and multi-level solution. The core of this systemic development lies in treating the two previously fragmented educational stages as a continuous community for talent cultivation. By advancing coordinated reforms across five key dimensions—objectives, content, methods, evaluation, and mechanisms—we can achieve a spiral improvement in the educational effectiveness of Ideological and Political courses and ensure their smooth connection.

## 4.1 Setting Scientific, Rational, and Hierarchically Clear Teaching Objectives

Objectives serve as the guiding principle of teaching activities. To achieve effective connection, the top priority is to break the fragmented nature of objective-setting across different educational stages and establish a "competence ladder" that runs through primary, secondary, and tertiary education with a clear progressive relationship. It is recommended that the Ministry of Education take the lead in organizing curriculum experts from senior high schools and universities, as well as representatives of frontline teachers, to jointly develop and issue the Guidelines for the Integrated Competence Progression of Ideological and Political Courses in Primary, Secondary, and Tertiary Education.

This guideline should not be a simple patchwork of existing curriculum standards but rather a revolutionary restructuring. Based on both the laws of students' cognitive development and the principles of ideological and political education, it needs to decompose core competencies—such as "political identity, patriotism, moral cultivation, legal awareness, and cultural literacy"—into specific, observable, and evaluable competence performance standards for key educational stages, including junior high school, senior high school, and undergraduate studies. For instance, in terms of cultivating competence in "materialist dialectics," the guideline should clearly define that by the end of senior high school, students should be able to use the method of contradiction analysis to examine specific social phenomena; by the end of undergraduate studies, however, students should be able to apply this principle to critically examine Western social science theories and their limitations. This refined hierarchical division of objectives provides a clear "upward interface" for senior high school teaching and an accurate "starting point reference" for university teaching. It enables teachers in both stages to conduct teaching under a unified "navigation map," fundamentally resolving the issue of objective disconnect and facilitating a smooth transition from "cognitive recognition" to "theoretical confidence."

## 4.2 Develop logically sound and progressive teaching content

Under the guidance of clear goal levels, the reconfiguration of teaching content is the core link for connection. The teaching of ideological and political courses in universities must completely abandon the old patterns of "starting anew" or "simple repetition", and actively implement the three-dimensional teaching strategy of "review - deepening - expansion". Specifically, in the introductory chapters of each core course, a special module of "review of high school basics and introduction to university courses" should be set up. This module does not simply repeat high school knowledge, but is led by university teachers from the perspective of the theoretical system, guiding students to sort out the learned content and clearly explaining in which aspects and in what ways the university courses will deepen and expand these contents, thereby activating students' original knowledge as a "framework" for constructing new knowledge. On this basis, the teaching content should achieve "the deepening of theory", that is, from the conclusion-based knowledge that focuses on "what is" in high school, it should shift to the theoretical explanation of "why" and the historical context analysis of "how to form", revealing the logical power behind the theory. Finally, "the expansion of perspective" must be carried out, introducing academic frontiers, current hotspots, and interdisciplinary knowledge in a timely manner, guiding students to examine and test classic theories in the contemporary context and global perspective. For example, when teaching the concept of "the community of human destiny", university teaching should deepen from the factual description in high school to the theoretical analysis of its practical basis, theoretical origin, and transcendence of traditional international relations theories. This content reconfiguration strategy can effectively avoid low-level repetition and bridge high-level discontinuities, achieving continuous growth of knowledge and qualitative leaps in thinking.

## 4.3 Adopting Student-Centered and Practical Teaching Methods

The transformation of teaching methods must respect students' cognitive habits and developmental laws, and avoid "abrupt" shifts. The key lies in building a progressive competence bridge that connects the "guided" teaching in senior high schools to the "inquiry-based" teaching in universities. At the senior high school stage, while ensuring the efficiency of knowledge imparting, teachers should consciously and step-by-step integrate university-style learning approaches. They can try to embed "micro-inquiry" sessions into regular teaching—such as organizing short discussions around a core topic, holding small-scale case analysis meetings and research presentation sessions, etc. These efforts aim to gradually cultivate students' sense of questioning, information collection, and collaborative inquiry abilities, preparing them for a "soft landing" when adapting to university learning. At the university stage, it is not advisable to completely abandon lecture-based teaching in the early enrollment period; instead, transitional models like "structured seminars" or "guided inquiry" should be adopted. Teachers need to provide more specific question chains, clearer reading guidelines, and more detailed demonstration of argumentation, acting as a "scaffold" for students' thinking transformation. For example, before organizing a discussion, teachers can provide a debate framework, abstracts of core literature, and speaking guidelines to lower the threshold for students' participation. After students gradually adapt, the openness and autonomy of learning can be increased incrementally. This collaborative approach of mutual alignment between the two stages is designed to gently yet firmly guide students in achieving a fundamental shift—from "learning to receive" existing knowledge to "learning to explore" the unknown world. In doing so, it resolves the intense conflict between path dependence and the shift in teaching approaches.

## 4.4 Constructing a Comprehensive and Effective Evaluation System That Balances Multiple Stakeholders

Evaluation serves as a "baton"; the success of connection largely depends on the coordinated reform of the evaluation system. Joint efforts must be made to establish an evaluation system that focuses on comprehensive literacy and connects the two educational stages. At the senior high school stage, it is essential to steadfastly advance evaluation reform and break through the limitation of "one exam determining fate." The weight of classroom participation, social practice reports, research-based learning outcomes, and other elements in evaluation should be significantly increased to guide students to value thinking processes and practical abilities, rather than merely memorizing conclusions. These process-based records should be systematically organized to form a "growth portfolio" that reflects the development of students' comprehensive literacy. Universities, during enrollment and after students' admission, should explore ways to reference and utilize this portfolio, treating it as an important basis for understanding new students' thinking characteristics and ability tendencies. Within universities, in the evaluation of Ideological and Political courses, we should adhere to and optimize the combination of process-based evaluation and summative evaluation: reduce the proportion of single standardized tests, and increase the assessment weight of open tasks such as course papers, thematic debates, and project assignments. The evaluation criteria should clearly target abilities such as critical thinking, logical argumentation, and the application of theory to practice. This will reverse-guide students' learning strategies and teachers' teaching priorities, form a synergy with the evaluation reform in senior high schools, jointly shape students' learning behaviors, and completely free them from the constraints of exam-oriented education.

## 4.5 Establish an efficient and coordinated communication mechanism with orderly interaction

All beautiful plans ultimately need to be realized through teachers. Therefore, building a regular

and institutionalized platform for the coordinated development of teachers is the cornerstone for maintaining the effective operation of the entire connection system. We must focus on establishing a "high school - university ideological and political course teacher research and teaching community", and make it a long-term institutional arrangement. This community should regularly conduct substantive joint teaching activities, such as joint lesson planning - jointly designing teaching plans for closely connected teaching themes (such as "History of Reform and Opening-up" "Common Prosperity"); mutual classroom observation - university teachers entering high school classrooms to understand the learning situation, and high school teachers entering university classrooms to clarify the direction; and joint setting of topics - conducting cooperative research on common issues in the connection. In addition, we should vigorously promote a two-way communication mechanism: encouraging renowned professors and teaching experts from universities to visit high schools to give cutting-edge lectures or elective courses, stimulating students' academic interest; establishing a system for high school key teachers to visit universities for study and further education, enabling them to come into contact with academic frontiers and enhance their theoretical literacy. Through this deep and continuous interaction, breaking the cognitive barriers between the two teacher communities, constructing a common discourse system and professional identity, ensuring that the concepts and methods of teaching connection can truly take root in the classrooms at the front line, and ultimately achieving the completeness, integration and efficiency of the ideological and political course education chain.

## 5. Conclusion

This study systematically analyzed the current predicaments and underlying causes of the connection between high school and university ideological and political education, and constructed a systematic solution centered on "target stratification - content reconfiguration - method collaboration - evaluation integration - mechanism guarantee". The research indicates that the connection predicament is essentially a structural problem of insufficient coordination among various elements within the education system, and can only be resolved through comprehensive reform. In the future, it is necessary to further strengthen top-level design, improve the coordination mechanism, and promote the organic unity and efficiency enhancement of the educational functions of ideological and political education at all stages, providing strong support for cultivating new era individuals who can shoulder the responsibility of national rejuvenation. Subsequent research can delve into the connection practices of different regions and types of schools, and verify the effectiveness of each path through empirical research.

## Acknowledgments

# References

*[1] Li Linxia. All students in the province attend the same "Ideological and Political Education Class" [N]. Shanxi Daily, 2025-09-19 (001).*

*[2] Hu Ting, Li Lijian. Research on the "Integrated Two Wings, Three Alls and Four Dimensions" Teaching Discourse System of Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. Road to Success, 2025, (26): 141-144.*

*[3] Ren Xinglai. Misunderstandings, Causes and Countermeasures of Integrated Ideological and Political Education Teaching [J]. Middle School Politics Teaching Reference, 2025, (30): 69-71.*

*[4] Tang Xia. Research on the Integrated Discourse System of Ideological and Political Education in Primary, Secondary and Tertiary Schools [D]. Jiangxi University of Finance and Economics, 2025. DOI: 10.27175/d.cnki. gjxcu. 2025.000033.*

*[5] Zhang Li. Playing the Key Role of Ideological and Political Education Courses - Practical Exploration of Integrated Ideological and Political Education in Primary, Secondary and Tertiary Schools [J]. Chinese Selected Essays (Teacher Edition), 2025, (15): 166-168.*

*[6] Wang Mei, Song Yang. Research on the Issues and Countermeasures of Integrated Construction of Ideological and Political Education Teachers in Primary, Secondary and Tertiary Schools [J]. Journal of Heihe University, 2025, 16(05): 73-77.*