

Exploration of the Integration Model of Ideological and Political Courses and Professional Courses in Higher Education Institutions

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ABSTRACT

Ideological and political courses are the core carrier for universities to implement the fundamental task of cultivating morality and talents. This article focuses on its integration path with professional courses, analyzing its organizational mechanism, practical forms, and operating conditions in the professional teaching system from three aspects: module embedding, teaching collaboration, and resource co construction. It explores the logical connection between the content structure of ideological and political courses and the professional knowledge system, providing a path reference for promoting the construction of a systematic and structured collaborative education system in universities.

KEYWORDS

Ideological and political courses; Professional courses; Fusion mode; Value guidance; Teaching reform

1 Introduction

The ideological and political courses are an important carrier for universities to implement the fundamental task of cultivating morality and talents, and undertake the responsibility of systematically teaching Marxist theory and guiding students to establish correct values. At the National Conference on Ideological and Political Work in Chinese Universities, the main leaders pointed out that "various courses and ideological and political theory courses form a synergistic effect." In the teaching system of universities, there are still problems such as goal disconnection and organizational separation between ideological and political courses and professional courses, and it is urgent to promote their extension to professional fields and build an effective integration mechanism for collaborative education.

2 Integration model of ideological and political courses with professional courses in universities

Professional course teachers are an important force in carrying out ideological and political education for students in universities. Introducing ideological and political education into professional course teaching is currently the primary goal of professional course teaching reform, and it is also an important supplement to ideological and political education in universities. In this context, ideological and political courses need to actively integrate structurally with professional courses, promoting the synergy of value orientation and knowledge transmission in the teaching system. In current practice, various types of fusion paths have gradually formed, among which the more representative ones include embedded fusion, collaborative fusion, and modular fusion.

2.1 Embedded fusion: endogenous value integration

Embedded integration should revolve around the existing knowledge system of professional courses, emphasizing the precise integration of value guidance and knowledge structure. During the course design phase, ideological and political teachers need to participate in the deconstruction of professional course teaching content, collaborate to identify the social responsibility, national needs, or ethical judgment entry points hidden in each chapter's knowledge points, form a "knowledge context value" mapping table, and incorporate it into a unified teaching design document. For each value node, build supporting introductory language, guided questioning, and classroom dialogue plans to ensure that the value content naturally integrates into the classroom structure. In teaching documents, it is also necessary to clarify the teaching objectives of value guidance, the duration of guidance links, and the methods of student feedback, in order to enhance the standardization and controllability of course implementation. In terms of teaching organization, teachers should embed ideological and political content into existing teaching processes, such as experimental design, case analysis, or program discussion, to avoid adding new class hours or logical jumps, and ensure a complete and unified teaching pace. During the classroom implementation process, typical conflict points (such as cost and responsibility, safety and innovation) are set up through the approach of "micro introduction+reverse questioning", guiding students to generate multiple value considerations while solving technical problems. In terms of language expression, teachers need to prepare replaceable teaching prompts, distinguish between "neutral knowledge teaching" and "value guidance

context", and use blackboard and courseware structures to strengthen the presentation of value clues. After class, reflective quizzes or short answer tasks on "profession society" can be designed to strengthen students' sense of responsibility and ethical awareness in applying professional knowledge, and promote students to actively construct a network of knowledge and values after class. For example, in the course of "New Drug Development", teachers introduce cases of anti-tumor targeted drug replication into the classroom, raise the question of "whether domestic development of independent routes should be prioritized", guide students to analyze from dimensions such as research and development investment, fair pricing, and health sovereignty, and build a sense of connection between professional judgment and national demand.

2.2 Collaborative fusion: dual teacher joint construction model

Collaborative integration relies on the dual teacher collaborative teaching mechanism, breaking the traditional pattern of separating ideological and political courses from professional courses, and strengthening the educational linkage between courses. In the stage of integration promotion, departments should coordinate and arrange the "target comparison" between ideological and political courses and professional courses, identify intersecting themes such as technical ethics, social responsibility, national strategy, etc., set up cross sections in the curriculum outline, and provide unified teaching resource templates. Ideological and political education teachers need to participate in the preparation meetings of professional courses throughout the process, jointly determine teaching nodes, guide key points and evaluation goals with professional course teachers, and promote the integration of teaching concepts and the normalization of task docking. To improve collaboration efficiency, a normalized collaborative lesson preparation mechanism can be established, with no less than two rounds of joint collective research and teaching optimization feedback conducted each semester.

In the process of classroom implementation, a "dual module+dual guidance" model is adopted, in which professional teachers are responsible for knowledge explanation in one class, and ideological and political teachers provide value guidance and comparative analysis around the corresponding theme, forming an "interlaced discourse field" to achieve content sharing, complementary perspectives, and shared responsibilities. In teaching design, emphasis is placed on "topic parallelism", setting task scenarios around real-life problems, guiding students to return to professional tasks after ideological and political guidance, and integrating judgment criteria to form a unified solution path. Dual teachers can clearly divide tasks in the classroom, such as setting problem frameworks on one hand and focusing on real-life situations on the other, alternating and guiding students to construct a knowledge value linkage judgment path. In terms of evaluation methods, a two-way evaluation model is adopted, which not only evaluates students' mastery of professional knowledge, but also incorporates value judgment expressions. Establish a complete and structured performance system based on indicators such as policy logic understanding. Process data (such as classroom performance, defense questions, and document analysis) will be jointly recorded by both teachers, and guidance strategies will be revised during post class review to ensure continuous optimization of course implementation and real educational effectiveness. For example, in the course of "Road System Design" in the transportation engineering major, the two teachers jointly set up the topic of "Urban Vulnerable Groups' Right to Travel". Professional teachers explain intersection optimization techniques, while ideological and political teachers guide students to think about the trade-off logic between "efficiency first" and "social equity". Students ultimately need to submit a transportation plan report that balances technology and public value.

2.3 Modular integration: structural unit embedding path

Modular fusion intervenes in the professional curriculum system through "structural integration", which is suitable for professional teaching scenarios with stable curriculum structure and high standardization of content. At the design level, ideological and political education teachers should take the lead in proposing value theme modules, and after consultation with professional course teachers, determine the implantation location and form. Priority should be given to selecting the leading chapters, comprehensive improvement stages, or case teaching nodes of the course to ensure the natural connection between the value modules and the knowledge process. The module content revolves around national development strategies, industry ethical norms, and public responsibility construction, forming independent units of 5-8 class hours that can be incorporated into the admission score management system, and clarifying the module's educational goals and ability orientation. Module development suggests synchronously developing a teaching objective table, task oriented diagram, and teaching evaluation table to achieve standardization of the teaching process and inventory of content delivery. The teaching process adopts a three-stage structure of "value themes+real-life scenarios+professional mapping". Firstly, ideological and political teachers introduce topics, and then combine current policies and social events to set scenarios, guiding students to respond and construct with professional knowledge.

The module can integrate various forms such as classroom teaching, task driven, and group discussions, while introducing commonly used literature review, policy interpretation, and political logic analysis methods in ideological and

political courses, allowing students to experience the process of constructing political positions within a professional knowledge framework, enhancing their political judgment and comprehensive expression abilities. In terms of assessment, modular evaluation tasks can be set separately, including value statement reports, case analysis reports, or structured expression tests. The results should be archived in parallel with the main course evaluation and included in the overall course score weighting system [6]. After class, module learning data is formed through the course teaching platform, which facilitates quality monitoring and iterative optimization, and promotes the integration path to form a sustainable operation mechanism in universities. For example, the "Algorithm Ethics and Social Governance" module is embedded in the course of artificial intelligence majors. Ideological and political teachers use facial recognition regulatory disputes as a starting point to guide students to respond to political and ethical issues with professional knowledge from the perspectives of technology failure responsibility division, citizen privacy protection, and governance system design.

3 Conclusion

This study systematically sorted out the path of integrating ideological and political courses with the professional teaching system of universities, and clearly proposed a structural mechanism with "module embedding, process collaboration, and resource co construction" as the core, effectively promoting the transformation of ideological and political courses from "additional" to "endogenous". In the integration practice, not only did it break through the original boundaries between disciplines, promote the deep integration of knowledge imparting and value shaping, but it also enhanced students' sense of ideological and political identity and professional responsibility. Research shows that through the optimization and integration of course content and the collaborative updating of teaching methods, ideological and political education can naturally penetrate into professional classrooms, achieving a "silent" educational effect. In addition, the implementation of the integration mechanism also provides institutional support and technical platform guarantees for cross disciplinary cooperation among teacher teams and the sharing and utilization of teaching resources. Looking towards the future, universities should continue to improve their top-level design, establish a stable and efficient integrated operation mechanism, strengthen teacher training and resource platform construction, promote the formation of a new teaching pattern where "professional education" and "ideological and political education" work together and support each other, so as to achieve the deep embedding and long-term development of ideological and political courses in multi professional teaching in universities.

About the Author

Yue Yun, female, Han Nationality, born in 1975, from Tai 'an City, Shandong Province, is a professor and doctoral candidate. Her research interests include ideological and political education in colleges and universities and education management of college students.

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