

Exploration of the Path for Integrating the “Spirit of Craftsmanship” into Ideological and Political Teaching in Colleges and Universities

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Abstract: Drawing on the theoretical significance and practical importance of the craftsman spirit, this research investigates its incorporation into ideological and political education within higher education institutions. By identifying the components of the craftsman spirit embedded in the knowledge framework and embedding them into classroom instruction and hands-on activities, the aim is to enhance the professional competence and value systems of college students. The study emphasizes that educators should focus on steering students toward developing a constructive worldview and set of values while nurturing their investigative mindset and innovative awareness in specialized domains. Additionally, in alignment with the evolving trends of educational informatization in the modern era, instructors are encouraged to probe into reform pathways for ideological and political teaching, fostering a deep integration of the craftsman spirit with technological advancements to support students' holistic growth and the elevation of educational standards. Through an examination of the essence and attributes of the craftsman spirit, this paper substantiates the viability of integrating it into ideological and political teaching, proposing concrete strategies to serve as both a theoretical basis and practical roadmap for the transformation of ideological and political education in universities.

Keywords: Craftsman spirit; Colleges and universities; Ideological and political teaching; Feasibility analysis; Path exploration

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1. Introduction

As China's economy and society continue to develop rapidly and the industrial structure undergoes transformation and upgrading, cultivating high-quality applied talents has emerged as a crucial direction for higher education reform. One of the key characteristics of higher education is the concept of “all-round quality education”, which focuses on nurturing students' overall abilities and qualities through a variety of educational

activities^[1]. In this context, incorporating the cultivation of the craftsman spirit into the ideological and political education system of colleges and universities not only aligns with the demands of modern talent development but also represents a significant avenue for deepening higher education reform. Currently, the academic community has reached a general consensus regarding the essence of the craftsman spirit and its educational significance. Studies indicate that core components of the craftsman spirit, such as dedication, precision, focus, and innovation, are highly consistent with the ideological and political education objectives in higher education institutions. However, existing research predominantly centers on theoretical exploration, lacking systematic investigations into practical implementation pathways. In particular, effectively integrating the craftsman spirit with ideological and political education within the framework of curriculum-based ideology remains an urgent issue requiring further attention and resolution.

2. Elaboration on the connotation of the craftsman spirit

In a conventional sense, the spirit of craftsmanship pertains to the process where artisans utilize their skills to create value and wealth. The items crafted by these artisans are not only aesthetically pleasing and functional but also more cost-effective and widely accepted^[2-3]. In contemporary times, the concept of craftsmanship has expanded to encompass the professional dedication of individuals striving for excellence in their respective fields. This modern interpretation centers on achieving excellence, fostering continuous innovation, and demonstrating the courage to overcome challenges, symbolizing the essence of “pursuing perfection”^[4]. From this perspective, the genuine significance of the craftsman spirit involves effectively inheriting prior knowledge, refining it by retaining valuable aspects while discarding unnecessary elements, and leveraging traditional techniques and insights to drive reform and innovation. This is also a crucial component that universities and educators should incorporate into their ideological and political education systems. On a national scale, this spirit can strengthen China’s overall national power and contribute to the nation’s prosperity. From a societal standpoint, it can ensure social stability and harmony while encouraging environmental progress. At an individual level, embracing this spirit can enhance professional competence and boost personal competitiveness^[5].

3. The feasibility analysis of “craftsman spirit” into ideological and political teaching in colleges and universities

3.1. The feasibility of the integration of professionalism and ideological and political education in colleges and universities

According to recent research on the job market, the employment landscape is encountering significant challenges, with a notable prevalence of burnout in workplaces. The phrase “complaining about the very field one works in” highlights a deficiency in professional identity^[6]. Data indicates that there is considerable mobility and cross-sector employment among college graduates, which can hinder their long-term career growth. Consequently, from an educational intervention standpoint, it is essential to implement systematic career planning education, vocational skill training, and professional ethics instruction during the early stages of schooling. This approach aims to strengthen students’ social responsibility and professionalism, fostering the career ethos of “dedication and commitment to one’s work”^[7]. On a societal level, this educational framework can enhance employees’ professional competence, supply talent for enterprise development

and industrial transformation, and ultimately drive economic progress through positive feedback loops. In summary, integrating professionalism with ideological and political education in higher education institutions demonstrates substantial feasibility. By intertwining theoretical teaching with practical activities, the efficacy and reach of education can be significantly amplified.

3.2. The feasibility of the integration of innovation spirit and ideological and political education in colleges and universities

As the innovation-driven development strategy continues to deepen, the nation's demand for innovative talent is growing. However, surveys indicate that traditional educational concepts impose constraints that result in some students lacking innovation awareness and capability. Additionally, there is a disconnect between training objectives and the actual educational process. Consequently, incorporating the innovative aspects of the craftsman spirit into ideological and political education can address this contradiction. This approach can nurture more individuals who possess an innovative mindset and practical skills, thereby offering robust support for societal advancement. Specifically, by exploring the innovative essence of the craftsman spirit and embedding it within the ideological and political education practices at colleges and universities, it not only facilitates the profound integration of ideological and political education with the craftsman spirit but also provides a tangible pathway for educational reform and innovation. This model of integration holds significant theoretical value and practical implications, warranting further investigation and implementation.

4. Explore the path of integrating “craftsman spirit” into ideological and political teaching in colleges and universities

4.1. Carry out practical activities to cultivate students' ability

The concept of the craftsman spirit, as a central theme in ideological and political courses, exhibits significant practical characteristics. Educators can develop a variety of hands-on activities while integrating societal resources such as businesses and communities to establish a cooperative educational model that connects the campus with society ^[8-9]. Specifically, students are encouraged to collaborate in groups to conduct surveys, subsequently utilizing collected data and materials to create presentations, including PPT displays and video interviews, thereby fostering a deeper understanding of the craftsman spirit and its ideological-political implications while enhancing their overall competence. For instance, in investigating professional ethics among medical students, universities and enterprises jointly supply necessary human and material resources, offering students a platform to explore and practice the craftsman spirit within ideological and political education activities. Whether it involves researching exemplary figures both inside and outside the school at the beginning of study projects or engaging in hospital internships later on—where they learn principles like prioritizing patients and upholding ethical standards—all these experiences contribute positively to nurturing professional ethics and the craftsman spirit in students. Moreover, medical students are urged to focus on details and strive for excellence in their daily studies, aligning perfectly with the core tenets of craftsmanship, which emphasize continuous improvement and excellence. The integration of these two aspects encourages students to engage in both study and practice, establishing a strong foundation for a successful career trajectory in the future. For instance, consider the investigative activities centered on professionalism and the craftsman spirit within mechanical roles. The talent development framework under school-enterprise collaboration leans toward a “mentor-apprentice” model, where experienced employees guide newcomers in understanding regulations

and job responsibilities. This allows students to apply what they have learned through teaching, assisting, and leading others ^[10]. Simultaneously, students can model themselves after the “master”, regulating their thoughts and actions, inheriting the craftsman ethos demonstrated by the “master” in daily tasks, and approaching the duties of front-line machine tool positions with seriousness. In doing so, they also gain proficiency in rules and regulations, focus on work details, and safeguard both personal safety and collective interests. There are numerous examples like this, underscoring the necessity of exploring the incorporation of the craftsman spirit into ideological and political education in higher education institutions.

4.2. Attach importance to the analysis of events and deeply understand the connotation

The skilled artisans of ancient times in the country have earned renown and admiration, with their legacy enduring through generations. Today’s craftsmen continue to uphold these esteemed traditions, serving as exemplary models for students to emulate and admire. This tradition also offers valuable material for integrating the craftsman spirit into ideological and political education. By examining the essence of significant historical events and figures, educators can further cultivate students’ appreciation for craftsmanship, innovation, and professionalism, thereby enhancing educational quality. Additionally, this approach aids students in deeply understanding the cultural and spiritual dimensions of these values, promoting the integration of knowledge and action, and establishing a strong foundation for their healthy development and holistic growth in the future. For instance, consider the legendary figure Lu Ban, known as “a thousand workers united, a thousand artists combined” ^[11]. Notably, he traveled from the State of Lu to the State of Chu to assist in weapon production and even devised ladders for attacking the State of Song. The hand tools utilized by woodworking experts, including drills, planers, shovels, rulers, and ink pots for drawing lines, were all creations of Lu Ban. Another example is the introduction of modern craftsmen like Hu Shuangqian, a crucial figure in China’s modern aviation industry. Hu maintains an absolute zero-tolerance policy regarding part production, ensuring no errors or issues arise in any component. He once remarked, “It would be ideal to continue working for another 10 or even 20 years, contributing further to China’s large aircraft development” ^[12]. In this context, educators can also incorporate specific events as case studies, enabling the case teaching method to yield positive results in ideological and political classrooms. This approach not only nurtures students’ minds but also fosters the spirit of craftsmanship, laying a solid foundation for them to potentially become “great craftsmen” in the future. Overall, integrating the essence of craftsmanship into ideological and political education at colleges and universities, encouraging students to comprehend its significance, and leveraging the craftsman spirit to guide educational advancement through case analysis with the remaining valuable area worthy of the continued exploration and practice.

4.3. Provide development advice and plan the direction of development

The practical implementation of ideological and political courses holds significant importance in students’ development journey. These courses assist students in identifying their personal growth paths, foster the sustainable advancement of modern education, and achieve a harmonious blend of theoretical knowledge and practical application. When the concept of craftsmanship is incorporated into ideological and political teaching, it reinforces the guiding influence of individual spiritual strength and developmental direction. Through engaging with such courses, students are subtly inspired by the essence of craftsmanship, gaining confidence in their future aspirations while progressively clarifying their roles during the process of skill enhancement. Additionally, students draw inspiration from those embodying the spirit of craftsmanship, cultivating self-

awareness, introspection, and confidence. This synergy, combined with professional mentorship from educators and personal decision-making, strengthens students' vocational aspirations and life objectives. In constructing the contemporary ideological and political education framework within higher education institutions, instructors should enhance teacher-student interactions, establish an open and welcoming communication atmosphere, encourage students to express themselves freely, promote mutual growth between teachers and students, and fully leverage the educational impact of these courses. Certainly, teachers ought to proactively grasp the ideological tendencies of students, promptly address any cognitive misconceptions, and enhance their capacity to discern right from wrong while fostering a sense of theoretical introspection. In practical terms, relaxed teaching methods such as forums and tea parties can be employed to guide students in sharing their confusions and challenges related to personal development and ideological growth. Through student interactions, teachers can focus on resolving common issues and provide positive reinforcement during the process to assist students in cultivating self-confidence and steadfast ideals. Furthermore, teachers may organize specialized communication sessions outside of class to motivate students to share their insights and perceptions regarding the course material. Peer-to-peer inspiration can establish an educational cycle of "learning-reflection-practice-enhancement." This approach not only identifies and fills gaps but also integrates ideological and political theories into students' ideals, beliefs, and value pursuits. Ultimately, by constructing a diversified platform for recognizing ideological and political thought, educators can achieve the sharing and elevation of educational outcomes, offering robust support for students' holistic development.

4.4. Improving educational evaluation and tracking the development process

To incorporate the craftsman spirit into the assessment of ideological and political education in higher education institutions, it is essential to develop a scientific and systematic evaluation framework. In this context, teachers, who serve as educational mentors, play a crucial role in assessing students' ideological qualities, cultural refinement, and embodiment of the craftsman spirit. Nevertheless, within the realm of modern education—particularly in ideological and political instruction that integrates the nurturing of the craftsman spirit—there is an urgent need to construct a comprehensive evaluation system. Such a system should not only evaluate teachers but also involve student self-assessment, administrative evaluations, and input from logistics service staff, thereby creating a multifaceted evaluation structure.

In particular, the assessment content should encompass various dimensions, including group activities, personal growth, classroom engagement, and ideological innovation initiatives. By conducting a multi-faceted and multidimensional evaluation, the results become more holistic and scientifically grounded, ensuring that students genuinely gain benefits from the educational assessment process ^[13–14]. In contrast to other subjects, ideological and political courses place greater emphasis on evaluating students' thought processes, beliefs, and ideological progression. Consequently, educators must thoroughly understand the current state of students' value systems and developmental requirements, implementing evaluations that consider both ideological perspectives and practical applications. When constructing the evaluation framework, it is essential to establish diverse assessment criteria aligned with the central objective of incorporating the craftsman spirit into ideological and political instruction. These criteria should be collaboratively designed by educational authorities, instructors, and students and continuously refined and adapted through practical implementation. Simultaneously, the methods of assessment should be varied to steer clear of a sole focus on performance-oriented evaluations. For instance, students' self-evaluations can be analyzed by comparing data from online learning platforms, such as

their learning progress, homework submission rates, involvement in contests, participation in social events, and volunteer service achievements. This approach helps to demonstrate the tangible outcomes of embodying the craftsman spirit ^[15]. Ultimately, by establishing a comprehensive teaching evaluation framework, it is possible to fully capture students' ideological qualities, cultural refinement, professional dispositions, and the application of the craftsman spirit, thereby offering a reliable foundation for the ongoing enhancement of educational standards. The refinement and advancement of this evaluation system will continue to require practical exploration and further development.

5. Conclusion

In conclusion, the varied approaches to incorporating the “craftsman spirit” into ideological and political education in higher education institutions offer valuable practical insights for educators on the front lines. Instructors should promote traditional culture, implement the unity of theory and practice, focus on student-centered teaching, and facilitate holistic student development through role modeling or by highlighting exemplary student representatives. From an educational management standpoint, teachers must establish a well-structured teaching framework, foster a positive environment for ideological and political education, and provide support for nurturing the craftsman spirit. Within theoretical course instruction, educators should broaden the scope of teaching materials, introduce innovative teaching methods, emphasize the central value of the craftsman spirit, and strengthen its influence within campus culture. By adopting these strategies, the integration of the craftsman spirit can effectively enhance students' professional competence and ethical standards, laying a solid foundation for their future careers. Future research could delve deeper into the mechanisms for integrating the craftsman spirit with curriculum and ideological education, develop a robust educational assessment system, and offer both theoretical and practical guidance for talent cultivation in higher education.

Disclosure statement

The authors declare no conflict of interest.

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