

Research on the Ability of Integrating Curriculum Ideology and Politics into College Chinese Teachers and Its Influencing Factors

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Abstract: Curriculum ideology and politics is an important measure for colleges and universities in the new era to implement the fundamental task of establishing morality and cultivating people. As a basic major in the field of humanities and social sciences, the Chinese discipline plays an important role in implementing curriculum ideology and politics. However, the reality that the implementation ability of curriculum ideology and politics of college Chinese teachers varies, and the influencing factors are complex and diverse, has affected the effective implementation of curriculum ideology and politics. This study adopts a quantitative method to explore the factors influencing the implementation ability of curriculum ideology and politics of college Chinese teachers, providing a reference basis for improving their implementation ability. The research results show that the overall implementation ability of curriculum ideology and politics of college Chinese teachers is at a medium-upper level, among which the teaching design ability is relatively strong and the teaching evaluation ability is relatively weak; teachers' personal factors (ideological and political awareness, ideological and political knowledge and ideological and political ability), school environmental factors (school attention degree, training mechanism and evaluation mechanism) and social environmental factors (social atmosphere and policy support) all have a significant positive impact on the implementation ability of curriculum ideology and politics.

Keywords: Curriculum ideology and politics; Implementation ability; Influencing factors; Chinese teachers

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1. Introduction

In 2016, the President of the CPC put forward at the “National Conference on Ideological and Political Work in Colleges and Universities” that “all kinds of courses should go in the same direction as ideological and political theory courses”, which is the vanguard for all courses to comprehensively implement curriculum ideology and politics. In 2018, the release of the “Basic Requirements for the Teaching of Ideological and Political Theory

Courses in Colleges and Universities in the New Era” clarified the specific requirements and implementation arrangements of curriculum ideology and politics. In 2019, the “Theoretical Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era” issued by the Ministry of Education and the “Work Plan for the ‘Quality Improvement Action of Ideological and Political Theory Courses in Schools in the New Era’” issued by the Party Group of the Ministry of Education are of great significance for further promoting the in-depth development of curriculum ideology and politics in colleges and universities. In 2020, the “Guiding Outline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions” issued by the Ministry of Education runs curriculum ideology and politics through the quality system of talent cultivation in colleges and universities, providing scientific guidance and a compliance basis for the construction, development, and evaluation of curriculum ideology and politics. In 2022, the “Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Colleges and Universities” issued by the Ministry of Education clearly put forward to vigorously promoting classroom teaching reform with the goal of “curriculum ideology and politics”, optimizing the curriculum setting, and improving the teaching design. In 2023, the Ministry of Education released the “Guiding Outline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions”, clarifying the basic framework and implementation path of curriculum ideology and politics construction. In 2024, the “Notice on Formulating the Undergraduate Curriculum Teaching Outline in 2024” clearly pointed out that it is necessary to promote the construction of curriculum ideology and politics and the implementation of the talent training plan, emphasizing the integration of curriculum ideology and politics.

From the policies in recent years, it can be seen that at the national level, in the deployment and arrangement of curriculum ideology and politics, the goals are clear, the rhythm is orderly, and the layers are deepening. Guided by policies, curriculum ideology, and politics is further deepened and solidified. The college Chinese course, as a key position for inheriting excellent traditional Chinese culture and cultivating humanistic qualities, the level of its teachers’ ability to integrate curriculum ideology and politics is directly related to the implementation effect of the fundamental task of establishing morality and cultivating people^[1]. However, at present, college Chinese teachers still face many challenges in the process of integrating curriculum ideology and politics, such as insufficient excavation of ideological and political elements, a single integration method, and an imperfect teaching effect evaluation system^[2]. Therefore, systematically studying the ability of college Chinese teachers to integrate curriculum ideology and politics and its influencing factors is of great significance for improving teachers’ teaching level, optimizing curriculum design, and realizing the organic unity of knowledge transfer and value guidance.

This study uses the literature review method and the questionnaire survey method to reveal the existing problems and deficiencies, and puts forward corresponding improvement strategies. On the basis of the existing literature, two problems are solved: (1) What is the current situation of the ability of college Chinese teachers to integrate curriculum ideology and politics? (2) What are the influencing factors of the ability of college Chinese teachers to integrate curriculum ideology and politics?

2. Literature review

Currently, in advancing the reform and construction of ideological and political education in courses, the academic community has established corresponding theoretical systems, typical demonstration cases, and

implementation paths, and achieved certain results ^[3]. Efforts should be made to strengthen the “guidance”, “training”, “assistance”, and “promotion” for professional teachers, driving them to deeply participate in various education-related work ^[4]. Continuous efforts are needed in such aspects as raising awareness, innovating ideological and political education methods, strengthening literacy training, and conducting regular teaching reflections. Traditional Chinese language teaching methods focus on knowledge imparting, lacking guidance on students’ ideological values ^[5]. It is proposed that Chinese language teachers need to strengthen their awareness of ideological and political education and improve their own ideological and political literacy in order to better integrate ideological and political elements into teaching. The importance of improving teachers’ teaching ability in ideological and political education in courses is emphasized, including carrying out thematic training on ideological and political education in courses, encouraging teachers to participate in teaching practice of ideological and political education in courses, and establishing an evaluation mechanism for the teaching effect of ideological and political education in courses ^[6]. The improvement of university professional course teachers’ ability in ideological and political education in courses needs to start from aspects such as teachers’ own literacy, innovation of teaching methods, and school support systems ^[7]. It is pointed out that college Chinese teaching should focus on excavating ideological and political elements in Chinese courses and organically integrate these elements into teaching content through teaching design, so as to realize the organic integration of Chinese teaching and ideological and political education. Xu Xiaojun found that teachers’ ability and school policy support are key factors affecting the effect of ideological and political education in courses ^[8]. Schools should formulate clear plans for the construction of ideological and political education in courses, improve relevant systems, and provide policy support and resource guarantees for teachers ^[9]. The key to improving university teachers’ ability in ideological and political education in courses lies in teachers’ training and professional development ^[10]. As a public education course, college Chinese teaching content is rich in ideological and political education resources, which is consistent with the fundamental task of ideological and political theory courses ^[11]. It is found that the research on ideological and political education in courses shows a trend of interdisciplinary and multi-field application, which needs to start from multiple aspects, such as the improvement of teachers’ ability, the innovation of teaching methods, and the support of school policies. Zhang Daliang emphasized the in-depth integration of ideological and political education and professional education to realize the education of all staff, the whole process, and all-around ^[12]. Existing studies have focused on the implementation effect and influencing factors of ideological and political education in courses, but there is still a lack of empirical analysis on teachers’ ability to integrate ideological and political education in courses.

3. Research design

The samples of this study were collected from Chinese language teachers at 7 universities directly under the administration in western China, with the characteristics of valid samples as follows: Gender structure: females accounted for 79.41% ($n=54$) and males accounted for 20.59% ($n=14$); Teaching experience distribution: those with less than 10 years of teaching experience accounted for 55.89% ($n=38$), those with 11 to 20 years accounted for 30.88% ($n=21$), and those with more than 20 years accounted for 13.24% ($n=9$); Educational background composition: master’s degree holders accounted for 89.71% ($n=61$) and doctoral degree holders accounted for 10.29% ($n=7$). The factors influencing university teachers’ ability to implement ideological and

political education in courses mainly include individual factors, school factors, and social factors. Among them, individual factors include ideological and political awareness, ideological and political ability, and ideological and political knowledge; school factors include the degree of attention, training mechanisms, and evaluation mechanisms; social factors include policy support, ideological and political atmosphere, and ideological and political effectiveness. The dimensions of university Chinese language teachers' ability to integrate ideological and political education into courses include: ideological and political awareness (cognition of ideological and political goals, willingness to implement, and impact on students' development), ideological and political ability (ability to accurately grasp goals, ability to explore elements, and ability to design teaching), ideological and political knowledge (degree of knowledge mastery, degree of understanding of policy documents, and ability to integrate theory and practice), school attention (resources and support, teaching research), and evaluation mechanisms (integration into teaching evaluation system, assessment standards for implementation effectiveness, effectiveness of ideological and political implementation, and students' acceptance of ideological and political education).

4. Influencing factors of curriculum ideology and politics implementation ability

Factors affecting Chinese language teachers' CIP implementation ability are divided into subjective and objective factors. Subjective factors include: insufficient self-awareness of teachers, low work enthusiasm, and lack of teaching reflection. Objective factors include: insufficient school teaching environment and facility resources, and a lack of self-training opportunities. Teachers can adjust teaching strategies in a timely manner, optimize the allocation of teaching resources, and improve the overall quality of education.

4.1. Individual factors

The ideological and political awareness and capabilities of teachers are key to the integration of ideological and political education into courses. Studies have found that teachers' understanding of curriculum-based ideological and political education, their ability to identify ideological and political elements, and the innovation in their integration methods directly affect the effectiveness of such education. For example, some teachers struggle to identify ideological and political elements in professional courses, resulting in rigid integration approaches. In addition, teachers' political literacy, moral literacy, and professional literacy also have a significant impact on their ability to carry out curriculum-based ideological and political education.

Teachers' years of service and professional titles have no significant impact on their ability in this regard, but their disciplinary and professional background has a relatively large influence on their capacity to integrate ideological and political elements into courses. Professional course teachers are relatively weak in ideological and political education capabilities and need to continuously improve through training and practice ^[13]. Furthermore, teachers' teaching experience also affects their grasp and the implementation effect of curriculum-based ideological and political education.

Time and energy are major obstacles restricting teachers from conducting curriculum-based ideological and political education. Teachers face considerable pressure from daily teaching and research tasks, making it difficult to allocate sufficient time to design and implement such education. Therefore, universities need to provide support in terms of time and energy for teachers through policy support and institutional guarantees.

4.2. School factors

The policy support and institutional guarantees of colleges and universities are an important foundation for the implementation of ideological and political education in courses. Schools should formulate clear plans for the construction of ideological and political education in courses, improve relevant systems, and provide teachers with necessary policy support. For example, by establishing special funds and offering training opportunities, schools can encourage teachers to actively participate in the construction of ideological and political education in courses.

Teachers' ability in ideological and political education for courses needs to be continuously improved through systematic training and practice. Schools should regularly carry out special training on ideological and political education in courses, invite experts to provide guidance, and help teachers enhance their ideological and political awareness and teaching capabilities. In addition, schools can also organize activities such as teaching observations and experience exchanges to promote learning and cooperation among teachers.

A scientific and reasonable evaluation and incentive mechanism is an important means to promote the construction of ideological and political education in courses. Schools should establish a sound evaluation system for ideological and political education in courses, which evaluates from multiple dimensions such as the achievement of teaching objectives, student satisfaction, and course demonstration^[14]. At the same time, by recognizing outstanding teachers and promoting demonstration courses, schools can motivate teachers to actively engage in the construction of ideological and political education in courses.

4.3. Social factors

The social environment and cultural atmosphere exert a significant influence on the integration of ideological and political education into university courses. The diversity of social trends and cultural collisions provides abundant materials for this integration while also posing challenges. University teachers need to actively guide students in establishing correct values and resisting the impact of negative ideological trends during teaching.

The society's awareness and support for the integration of ideological and political education into courses also affect its implementation effect. All sectors of society should strengthen the publicity and promotion of this initiative to enhance public awareness of its importance. Meanwhile, the government and enterprises can support the development of ideological and political education in university courses by providing resource support and participating in curriculum construction.

The development of information technology and the media environment has provided new platforms and means for the integration of ideological and political education into courses. University teachers can utilize integrated media technologies to innovate teaching methods and improve teaching effectiveness. Through online courses, virtual simulation teaching, and other approaches, the attractiveness and appeal of ideological and political education embedded in courses can be enhanced.

5. Conclusions and implications

The improvement of university teachers' ability to integrate ideological and political education into courses is a systematic project that requires joint efforts from three levels: individuals, universities, and society. Teachers should continuously enhance their ideological and political awareness and teaching capabilities; universities should provide policy support and institutional guarantees; and society should create a favorable environment and atmosphere. Only in this way can educators effectively promote the construction of ideological and political

education in courses and achieve the fundamental task of fostering virtue through education in universities.

Teachers still have deficiencies in their own literacy and abilities when implementing ideological and political education in courses. In terms of subjective awareness, apart from an insufficient understanding of the educational concept of ideological and political education in courses, public course teachers also have deviations or even gaps in their cognition of the content that needs to be implemented for the construction of ideological and political education in courses. The fact that teachers have not participated in the compilation of textbooks, publication of papers, or even academic conferences and special lectures related to ideological and political education in courses also reflects that teachers lack opportunities for research and learning in this field. Only by fully understanding ideological and political education in courses and engaging in practical experience can they adapt to the reform of ideological and political education in courses.

In response to the aforementioned issues, schools should organize special training on ideological and political education in courses, with rich and diverse training content. This includes training on instructional design for ideological and political education in courses, where teachers can learn how to excavate ideological and political elements in professional courses—for example, exploring the national spirit and values embodied in literary works in literary appreciation courses to strengthen the sense of the Chinese nation as a community. In terms of teaching method training, teachers should learn how to integrate ideological and political cases into professional teaching using the case teaching method. Additionally, leveraging existing information-based teaching technologies is crucial for enhancing the ability to implement ideological and political education in courses. Learning to use Virtual Reality (VR) technology to showcase red cultural heritage sites allows students to experience the revolutionary spirit immersively, which has proven to be highly effective when integrating ideological and political education into courses such as history and culture.

Teachers should actively participate in academic seminars related to ideological and political education in courses to exchange experiences and the latest research results with peers. At these seminars, teachers can share their practical cases of ideological and political education in courses and gain inspiration from other teachers. Interdisciplinary teacher exchanges on how to integrate ideological and political elements into practical teaching links are also beneficial—for example, liberal arts teachers can learn from science and engineering teachers about methods to guide students in thinking about value-related issues during course discussions.

During the instructional design phase, teachers should systematically plan the objectives and content of ideological and political education. They can integrate the perseverance and courage to explore demonstrated by scientists and educators as ideological and political elements into the formulation of teaching objectives. In organizing teaching content, achievements of China's science and technology (such as the aerospace industry) can be incorporated to cultivate students' sense of national pride. In the process of classroom teaching implementation, a variety of teaching methods should be flexibly used to carry out ideological and political education in courses. For instance, the group discussion method can be adopted to guide students to reflect on relevant ideological and political issues while discussing professional topics. Conducting regular teaching reflections is also a key link in improving the ability to implement ideological and political education in courses. Teachers can keep teaching reflection journals to record the strengths and weaknesses of each ideological and political teaching session, and adjust teaching strategies in a timely manner based on the reflection results. If it is found that a certain ideological and political teaching method is ineffective—such as pure theoretical explanations failing to arouse students' interest—more engaging approaches like displaying audio-visual materials and organizing field visits can be tried to enhance the effectiveness of ideological and political

education in courses.

Universities should carry out joint teaching activities, such as jointly designing and teaching an interdisciplinary course integrating ideological and political education, or organizing interdisciplinary case competitions on ideological and political education in courses. These activities can strengthen collaborative communication among teachers and improve their ability to implement ideological and political education in courses. In addition, universities should conduct exchange activities on ideological and political education in courses with other schools to learn from their excellent experiences and models. Participating in activities organized by organizations such as the Ideological and Political Education in Courses Alliance and regularly organizing teaching observation and experience sharing activities can broaden teachers' horizons and improve their overall ability to implement ideological and political education in courses.

The success of the construction of ideological and political education in courses largely depends on teachers' teaching ability in this field ^[15]. From Super Chinese Class on Shandong Satellite TV to Super Ideological and Political Class on Beijing Satellite TV, these programs not only present an audio-visual feast to the public but also trigger in-depth thinking in the academic community about university teachers' ability to integrate ideological and political education in the media age. These two programs take television media as a carrier, move traditional classrooms to the screen, and realize the organic unity of knowledge dissemination and value guidance through innovative expression methods and interaction modes, providing useful references for university teachers to improve their ability to integrate ideological and political education. The media age calls for the coordinated development of university teachers' ability to integrate ideological and political education ^[16]. Super Chinese Class and Super Ideological and Political Class are not isolated entities but an organic whole that is interrelated and mutually reinforcing. Chinese courses contain rich ideological and political elements, and ideological and political courses also need to rely on the humanistic heritage of Chinese courses to enhance their persuasiveness and appeal.

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