

Educational Mechanism of Curriculum-Based Political and Ideological Education in Vocational Colleges under the Background of New Quality Productivity

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Abstract: The development of new quality productivity has set new requirements for vocational education. Vocational colleges need to integrate ideological and political education into professional courses to cultivate high-quality talents with both technical capabilities and political literacy. This paper analyzes the connotation of new quality productivity and its reshaping of vocational education, explores the challenges faced by the educational mechanism of Curriculum-based Political and Ideological Education (CPIE), and proposes a “three-dimensional synergy” practical pathway. That is, to effectively promote CPIE through three dimensions: the deep integration of cases with professional content, the enhancement of teaching effects using digitization, and the optimization of the course evaluation system. It aims to provide theoretical support and practical references for the reform of ideological and political education in vocational colleges.

Keywords: Educational mechanism; Curriculum-based political and ideological education; New quality productivity; Vocational education

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1. Introduction

1.1. Research background

Against the backdrop of the continuous deepening and development of the socialist educational system with Chinese characteristics in the new era, vocational education, as an important front for cultivating high-quality technical and skilled talents, is facing unprecedented opportunities and challenges. With the rapid development of new quality productivity characterized by digitization and intelligence, the societal requirements for the qualities of technical talents have shifted from mastering a single skill to enhancing comprehensive qualities. In particular, talents with both moral integrity and technical expertise, who possess a firm political stance

and correct value orientation, are in high demand in this era. Vocational education is gradually transforming from a “skill-oriented” approach to a “morality cultivation and talent development” approach. Curriculum-based Political and Ideological Education (CPIE), as an important pathway to achieve this goal, is increasingly highlighting its strategic significance and practical urgency. However, current vocational colleges still encounter problems such as conceptual deviations, a lack of mechanisms, and a disconnection from practice in the process of organically integrating political and ideological education into professional courses. There is an urgent need to construct a systematic and collaborative talent cultivation mechanism to address these issues. Therefore, an in-depth exploration of the internal logic and implementation pathways of CPIE in vocational colleges under the background of new quality productivity not only holds significant theoretical value but also has far-reaching practical implications for promoting the high-quality development of vocational education.

1.2. Main research content

This paper focuses on the profound transformational demands placed on vocational education by the development of new quality productivity, analyzing its connotations, characteristics, and its reshaping effect on talent cultivation models. Based on this analysis, the paper explores the practical dilemmas and major challenges faced by the current CPIE mechanism. By reviewing existing theoretical achievements and practical experiences, the article proposes a practical pathway centered on “three-dimensional synergy,” namely, achieving effective advancement of CPIE through three dimensions: the deep integration of cases with professional content, leveraging digitization to enhance teaching effectiveness, and optimizing the curriculum evaluation system. The aim is to provide theoretical support and practical guidance for vocational colleges in constructing a scientific and reasonable ideological and political education system.

2. Literature review

2.1. Related research on new quality productivity

As the core driving force behind modern economic development, the connotation and impact of new quality productivity have gradually become the focus of academic attention. Wang and Zhang ^[1] pointed out that the development of new quality productivity not only provides new opportunities for high-quality and full employment of the workforce but also promotes socio-economic progress by optimizing industrial structure and labor allocation. Wang ^[2] explored the mechanism by which new quality productivity drives high-quality economic development, emphasizing the pivotal role of the tax system in resource allocation and interest balancing. Xu *et al.* ^[3] further demonstrated that new quality productivity is not only an important engine for economic growth but also a key factor in achieving green wealth growth, significantly enhancing environmental benefits through energy conservation and emission reduction effects. Ren *et al.* ^[4] focused on new quality productivity in the marine sector, analyzing its unique characteristics and development trends, and proposed specific strategies to promote the marine energy revolution and digital transformation. Tian and Yi ^[5] utilized the TOE theory to explore the driving pathways of technological innovation in strategic emerging industries on new quality productivity, revealing the interaction mechanism among technological, organizational, and environmental factors. Zhan and Luo ^[6], starting from the concept of shared development, discussed how technological innovation can facilitate the development of new quality productivity to meet the people’s growing needs for a better life.

2.2. Historical evolution of vocational education and CPIE

In recent years, with the advancement of educational digitization and the increasing demand for the value of technical and skilled talents in society, CPIE in vocational education has gradually become a research hotspot. Wang^[7] explored new pathways for the construction of CPIE in vocational education under the background of educational digitization, emphasizing the integration of ideological and political thinking with technological thinking, as well as the utilization of digital technologies to enrich course content and governance models, thereby enhancing the practical effects of CPIE in vocational education. Kang and Tian^[8] proposed the concept of “micro-ideological and political education,” arguing for its advantages in being life-oriented, permeable, and interactive, and provided five implementation pathways for public foreign language courses, including selecting micro-content and creating micro-platforms. Guo and Zhu^[9] pointed out that CPIE in current vocational education faces the contradiction between the expansion of instrumental rationality and the decline of value rationality, suggesting that the function of value shaping should be strengthened through the construction of educational logic to achieve the fundamental task of cultivating people with morality. Kong *et al.*^[10], through teaching exploration in the pharmaceutical analysis course in higher vocational colleges, demonstrated how to integrate ideological and political elements into professional course content, innovate teaching methods, and establish an assessment mechanism to ensure the evaluability and measurability of the educational effects. Zhou and Zhang^[11], targeting the characteristics of the art and design major in higher vocational colleges, proposed multiple strategies, including constructing a guarantee mechanism, improving top-level design, and enhancing teachers’ capabilities, aiming to address the existing problems in the current construction of CPIE and effectively implement the goal of cultivating people with morality. These studies indicate that CPIE in vocational education not only requires theoretical support but also needs practical innovation combined with the characteristics of specific disciplines to comprehensively enhance students’ comprehensive qualities.

3. Challenges faced

3.1. New quality productivity imposes higher requirements on vocational education

The development of new quality productivity has set unprecedentedly high standards and new requirements for vocational education. With the widespread application of emerging technologies such as digitization and intelligence, the demand for high-quality technical and skilled talents in society has shifted from a singular focus on technical capabilities to a comprehensive enhancement of overall qualities, particularly the cultivation of political literacy and social responsibility^[1]. However, the current vocational education system faces numerous challenges in responding to this transformation. For instance, the curriculum fails to promptly reflect the demand changes brought about by technological advancements, making it difficult for students to adapt to the rapidly evolving industry environment in their future careers. Therefore, how to adjust the content of vocational education to meet the requirements of new quality productivity has become an urgent issue to be addressed.

3.2. The phenomenon of emphasizing skills over moral education still persists

Although the concept of “cultivating both moral integrity and technical expertise” has gradually gained traction in recent years, the phenomenon of “emphasizing skills over moral education” still prevails in actual teaching processes. Many vocational colleges tend to place greater emphasis on imparting professional skills when formulating talent cultivation plans, while neglecting the education of students’ values and social responsibility. For example, Guo and Zhu^[9] pointed out that CPIE in current vocational education faces a dual contradiction between the expansion of instrumental rationality and the decline of value rationality. This not only hinders

students' comprehensive development but also undermines the fundamental task of cultivating people with morality. Therefore, it is imperative to strengthen moral education to ensure that every graduate possesses good professional ethics and a sense of social responsibility.

3.3. Disconnection between CIPE

Although an increasing number of vocational colleges have begun to attach importance to CIPE, there is still a problem of disconnection between course content and ideological and political elements in the specific implementation process. Some schools, despite offering specialized ideological and political courses, fail to effectively integrate them with other professional courses, resulting in ideological and political education becoming a mere formality. Kang and Tian^[8] proposed that the permeability and interactivity of ideological and political education could be enhanced by selecting micro-content and creating micro-platforms, enabling ideological and political elements to be naturally integrated into daily teaching activities. Meanwhile, Ren *et al.*^[4] believed that it is necessary to target the development needs of new quality productivity in specific fields, optimize curriculum design, and ensure that ideological and political education complements the imparting of professional knowledge, jointly promoting students' comprehensive growth.

4. Practical pathways

4.1. Integration of ideological and political case development with professional content

To effectively promote CIPE, it is imperative to ensure that the development of ideological and political cases is closely aligned with professional content. By skillfully integrating ideological and political elements into the teaching of professional courses, not only can students' theoretical knowledge be enhanced, but also their moral literacy and sense of social responsibility can be improved^[9]. For instance, in the pharmaceutical analysis course, Kong *et al.*^[10] demonstrated how to reconstruct teaching content based on projects and tasks, and determine the main line of ideological and political education, so that the imparting of professional knowledge and ideological and political education complement each other. This approach not only enriches teaching resources but also allows students to naturally receive the influence of ideological and political education during the learning process, achieving a dual enhancement of knowledge, skills, and values.

4.2. Enhancing the integration effect of ideological and political cases through digitization

Digital technology offers new opportunities for CIPE, significantly enhancing the integration effect of ideological and political cases with professional content. Wang^[7] emphasized the importance of CIPE construction in vocational education under the background of educational digitization, pointing out that the use of digital technology can not only enrich course content but also optimize teaching governance models. By constructing a nationwide collaborative network and expanding the discourse influence of CIPE, ideological and political concepts can be more effectively disseminated, promoting students' understanding and internalization of ideological and political content. In addition, digital means such as virtual simulation and online interactive platforms also provide teachers with more possibilities for innovative teaching methods, thereby enhancing the practical effects of ideological and political education.

4.3. Optimizing the course evaluation system

To ensure the effective implementation of CIPE, it is necessary to optimize the existing course evaluation system. Traditional evaluation methods often focus on students' knowledge mastery while neglecting the

assessment of their values and comprehensive qualities. Therefore, establishing a scientific and reasonable evaluation mechanism is crucial. Kong *et al.* ^[10] proposed constructing an evaluation mechanism for ideological and political literacy to make the educational effects of CPIE evaluable and measurable. This not only helps to provide timely feedback on teaching effects but also encourages teachers to continuously improve their teaching methods and enhance teaching quality.

5. Conclusion

Under the background of new quality productivity, the construction of a CPIE mechanism in vocational education is not only a key measure to meet the demand for high-quality technical and skilled talents in the new era but also an important direction for deepening educational reform. Through practical pathways such as developing ideological and political cases closely centered around professional content, enhancing the integration effect through digital means, and optimizing the course evaluation system, the implementation of CPIE can be effectively promoted, facilitating students' comprehensive development. However, achieving this goal still requires continuous exploration and innovation to ensure the close integration of theoretical research with practical operation, providing vocational colleges with feasible guidance plans. Future research should further focus on the challenges and solutions in the specific implementation process to continuously improve and enhance the quality and effectiveness of vocational education.

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