The Pathways for Integrating Excellent Traditional Culture into Ideological and Political Education and Teaching in Higher Education Institutions

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Abstract: This paper conducts a systematic analysis of the pathways for integrating excellent traditional culture into ideological and political education in higher education institutions, exploring four dimensions: incorporating classical content into the curriculum system, enhancing teachers' cultural literacy, implementing practice-oriented teaching that integrates knowledge and action, and fostering a campus cultural environment conducive to such integration. The study proposes a "three-tier screening-multi-dimensional integration-dynamic update" mechanism for textbook integration, a "theoretical foundation-practical refinement-reflective enhancement" model for teacher development, a "goal-oriented-activity design-effect evaluation" system for practical teaching, and a "spatial renovation-activity planning-digital empowerment" strategy for cultural environment creation. By establishing a systematic operational process and a closed-loop training mechanism, the integration of traditional culture and ideological and political education is achieved, effectively enhancing the cultural depth and educational effectiveness of ideological and political teaching, and laying a solid foundation for universities to fulfill their fundamental mission of cultivating virtue and fostering talent.

Keywords: Excellent traditional culture; Universities; Ideological and political education and teaching; Unity of knowledge and action; Campus culture

1. Introduction

Under the new era's cultural powerhouse strategy, ideological and political education in universities bears the important mission of inheriting China's excellent traditional culture and cultivating cultural confidence. Currently, how to deeply integrate the spiritual core of traditional culture with the goals of ideological and political education, while avoiding formalism and fragmentation in the process of integration, has become a key issue in educational practice. Based on the principles of dynamic inheritance and innovative transformation, as well as differentiated and tiered integration, exploring scientific and effective integration pathways is not only a requirement for enriching the content system of ideological and political education but also an important

measure for implementing the "all-round education" philosophy. By constructing a systematic pathway that integrates theory and practice, traditional culture can be revitalized with contemporary vitality in ideological and political education, thereby helping college students form a cultural identity and develop value awareness.

2. Principles for integrating excellent traditional culture into ideological and political education and teaching in higher education institutions

2.1. Principle of dynamic inheritance and innovative transformation

In integrating excellent traditional culture into ideological and political education in higher education institutions, it is necessary to break free from static, rigid thinking patterns and adopt a dynamic, developmental perspective to transform and develop traditional culture creatively. Although traditional culture has undergone thousands of years of accumulation and contains an eternal value, some of its content is limited by its historical context and requires adaptive modifications based on contemporary societal needs and the cognitive characteristics of college students [1]. The concept of "unity between heaven and humanity" can be integrated with modern ecological civilization construction concepts, transforming it into educational resources for cultivating students' environmental awareness and sustainable development concepts; the governance philosophy of "the people are the foundation of the nation" can be extended into values education centered on the people, helping students understand the institutional advantages of socialism with Chinese characteristics. In practice, teachers should actively pay attention to social hotspots and contemporary issues, identify the connection points between traditional culture and real-world problems, and transform the wisdom of traditional culture into thinking methods for addressing contemporary challenges.

2.2. Principle of differentiated layered penetration

There are significant differences among college students in terms of professional background, knowledge reserves, and cognitive abilities. Therefore, the penetration of excellent traditional culture in ideological and political education must follow the principle of differentiated layered penetration. For students majoring in the humanities and social sciences, the philosophical ideas and historical heritage of traditional culture can be deeply explored; for students majoring in science and engineering, the emphasis should be on the scientific spirit and craftsmanship spirit contained in traditional culture [2]. It is also necessary to pay attention to individual differences among students, develop personalized integration plans for students with different personalities and learning abilities, provide self-learning resource packages for introverted students, and create opportunities for active students to showcase and practice their skills, ensuring that traditional culture integration education covers all students, achieving tailored instruction, and enhancing the relevance and effectiveness of ideological and political education.

3. Pathways for the integration of excellent traditional culture into ideological and political education in higher education

3.1. Integrating classic content into the curriculum system

Universities have formed interdisciplinary expert teams comprising members from fields such as history, philosophy, and education to conduct a comprehensive review of the vast body of traditional cultural texts. Based on the objectives of ideological and political education, they have selected content from classic works such as *The Analects*, *The Mencius*, and *The Dao De Jing* that align closely with the core socialist values and patriotic sentiments, thereby establishing an initial resource repository [3]. The preliminary content was subjected

to a secondary assessment, taking into account the cognitive level of college students and the demands of contemporary development. Obscure or outdated sections that conflicted with modern value systems were removed, while classic chapters, core concepts, and historical stories with universal applicability and practical significance were retained, thereby establishing a refined resource repository. During the integration phase, the selected content is categorized according to ideological and political education course modules. Stories about traditional virtues such as "benevolence, righteousness, propriety, wisdom, and integrity" are incorporated into the "Ideological and Moral Cultivation and Legal Foundations" course, while patriotic deeds of historical figures are interwoven into the "Outline of Modern Chinese History" course, achieving an organic integration of traditional culture with the knowledge system of ideological and political education courses. Additionally, a case study repository and reading list will be developed. The case study repository will be based on traditional cultural stories, adapted to address contemporary social issues, while the reading list will be tiered to accommodate the diverse reading needs of students at different levels [4]. A dynamic update mechanism will be established, with revisions and supplements to the traditional cultural content in textbooks made annually based on societal developments and student feedback, ensuring the curriculum remains vibrant and relevant to the times, thereby providing a robust theoretical foundation for ideological and political education.

3.2. Enhancing teachers' cultural literacy and competence

When conducting systematic specialized training, universities should divide the training content into three modules: a foundational theory module, inviting experts in traditional culture to deliver a series of lectures systematically explaining the core ideas and developmental trajectory of traditional culture; a teaching methods module, organizing outstanding teachers to share their experiences and techniques in integrating traditional culture with ideological and political education courses; and a practical experience module, arranging for teachers to visit traditional cultural sites, museums, and other locations for on-site investigations to enhance their cultural perceptiveness [5]. The training cycle should be set as one intensive training session per semester, supplemented by online courses for daily learning. Establish a long-term mechanism for collective lesson preparation and teaching research activities. Organize regular collective lesson preparation sessions on traditional culture topics by teaching research groups, where teachers jointly discuss teaching content, methods, and designs, conduct in-depth analyses of teaching challenges and key points, and develop optimal teaching plans. Encourage teachers to engage in teaching research and apply for projects related to traditional culture, deepening their understanding of traditional culture and enhancing their ability to apply it through research. A platform for teacher exchange should be established, organizing inter-school teaching observations and academic seminars to promote mutual learning and the exchange of strengths among teachers [6]. During teaching practice, teachers should be required to regularly write teaching reflection journals, summarizing teaching experiences and shortcomings, and combining expert guidance and peer suggestions to continuously improve teaching methods, enhance teaching effectiveness, and achieve a virtuous cycle from theoretical learning to practical application and self-improvement.

3.3. Putting knowledge into practice

Higher education institutions should clearly define practical teaching objectives and establish tiered and categorized practical goals based on the characteristics of students at different stages and in different majors. For first-year students, the focus should be on cultivating their interest in and understanding of traditional culture. For senior students, the emphasis should be on guiding them to translate traditional cultural values into

concrete actions [7]. Diverse practical activities are designed. In terms of themed practical activities, events such as integrity-themed debates and public welfare volunteer services are organized in conjunction with the spirit of traditional culture. Debates deepen understanding of traditional cultural values, while volunteer services put the benevolent spirit of traditional culture into practice. In terms of intangible cultural heritage (ICH) skill experiences and traditional etiquette learning, collaborations are established with local ICH inheritors and cultural institutions to offer ICH skill experience courses and organize traditional etiquette practical activities, allowing students to experience the charm of traditional culture firsthand. During the implementation of practical activities, emphasis is placed on process management and guidance. Professional teachers are assigned as practical activity instructors, providing theoretical explanations and skill training before the activities, real-time guidance and supervision during the activities, and arranging for students to summarize and share their experiences after the activities [8]. A scientific-practical teaching assessment system is established, employing diverse evaluation methods to comprehensively assess students' participation, performance, outcomes, and self-reflection. Evaluation results are incorporated into students' course assessment systems. Students are encouraged to convert practical outcomes into tangible results, such as writing practical reports or creating related works, and through showcasing outcomes and exchanges, further consolidate practical teaching effects, achieving the internalization and practice of traditional cultural values.

3.4. Cultivating a campus cultural environment

In terms of spatial renovation, universities should incorporate traditional cultural elements into campus buildings and landscapes. Traditional architectural styles such as flying eaves and bracket systems should be integrated into campus building designs; distinctive landscapes such as cultural corridors and poetry stele forests should be created in campus landscape construction, allowing students to experience the atmosphere of traditional culture at any time and place within the campus environment [9]. Utilize spaces such as bulletin boards, classrooms, and dormitories to display traditional cultural proverbs, anecdotes, and artistic works, making every corner of the campus a carrier of traditional cultural education. In terms of activity planning, organize diverse campus cultural activities [10]. Regularly hold traditional cultural lectures and forums, inviting renowned scholars and cultural figures to campus to share knowledge and insights on traditional culture; organize activities for traditional cultural clubs such as calligraphy, tea art, and opera clubs, fostering students' interests and enhancing their cultural literacy through club activities. Theme activities are organized around traditional festivals, such as writing Spring Festival couplets during the Spring Festival, guessing lantern riddles during the Lantern Festival, and making zongzi during the Dragon Boat Festival, allowing students to experience the cultural significance of traditional festivals through these activities. In terms of digital empowerment, establish an online cultural platform and utilize new media such as campus websites, WeChat official accounts, and short video platforms to push traditional cultural knowledge, stories, animations, and other content. Conduct online interactive activities such as traditional cultural knowledge competitions and online exhibitions to expand traditional cultural dissemination channels and create a comprehensive, multi-level campus cultural atmosphere, allowing students to be subtly influenced and inspired by traditional culture.

4. Conclusion

This study focuses on the integration pathways of excellent traditional culture in ideological and political education in higher education institutions. It achieves the precise selection and dynamic updating of classic resources through the construction of a systematic integration mechanism for textbook content; establishes

a closed-loop training model for teachers' cultural literacy to enhance their ability to transform traditional cultural resources into teaching materials; designs a practice-oriented teaching system that integrates knowledge and action to promote students' internalization and practice of cultural values; and creates a campus cultural environment that integrates space, activities, and digital technology to form an immersive atmosphere that subtly influences students. The practice has shown that this approach effectively enhances students' cultural identity and the effectiveness of ideological and political education, providing a new implementation model for universities to fulfill their fundamental mission of cultivating virtue and fostering talent.

Disclosure statement

The author declares no conflict of interest.

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