

From “Essential Extraction” to “In-Depth Dissemination”: A Study on the Logical Framework for Constructing a New Era Ideological and Political Discourse System in Higher Education Institutions

Chunsen Hu*

Hubei Sports Vocational College, Wuhan 430415, Hubei, China

**Author to whom correspondence should be addressed.*

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Abstract: Ideological and political education in higher education institutions is currently facing the practical challenge of discourse transformation. Traditional theoretical indoctrination models are unable to effectively align with the cognitive characteristics and acceptance habits of young people. With the profound changes in the media ecosystem, the ideological and political discourse system urgently needs to transition from a one-way communication model to an interactive dialogue model. This paper focuses on the bidirectional construction logic of “concise extraction” and “concise dissemination,” revealing the innovative characteristics of the ideological and political discourse system in content creation, dissemination methods, and talent cultivation mechanisms under the new era. It provides new theoretical perspectives and practical reference frameworks for addressing the challenges of insufficient effectiveness in ideological and political education.

Keywords: Concise extraction; Concise dissemination; Ideological and political discourse system; Higher education institutions

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1. Introduction

In the context of increasingly complex ideological struggles, the reform of ideological and political education discourse in higher education institutions holds critical strategic value. The General Secretary has emphasized the need to continuously enhance the contemporary relevance and appeal of ideological and political work, thereby charting the direction for the construction of the ideological and political discourse system. Currently, conventional ideological and political education faces issues such as abstract theoretical expressions and monotonous dissemination methods, which significantly hinder the improvement of educational outcomes. This paper draws on discourse dissemination theory and educational realities to comprehensively explore the

logical framework for constructing a new-era ideological and political discourse system, focusing on analyzing the complete chain from content refinement to dissemination optimization. The aim is to provide academic theoretical support and practical guidelines for developing an ideological and political education discourse model with greater appeal and guidance.

2. Theoretical connotations of the new-era ideological and political discourse system in higher education

2.1. The dialectical unity of value guidance and discourse construction

At the discourse theoretical level, this integration manifests in the following ways: First, in terms of discourse content, it emphasizes the integration of political and theoretical dimensions, transforming the theoretical system of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era into understandable and easily disseminable discourse units. The "one book, three terms" course design is a typical example, blending the essence of the Party's innovative theories with the excellence of traditional Chinese culture to establish a discourse expression method that combines theoretical depth with cultural affinity ^[1]. Second, in terms of discourse expression methods, it emphasizes achieving a balance between authority and equality. On the one hand, it maintains the leading role of the mainstream ideology, while on the other hand, it adopts dialogic and interactive communication strategies. For example, methods such as "situational teaching" and "poetry recitation" are used in the course, successfully breaking through the traditional one-way model. Ultimately, in terms of discourse effectiveness, it achieves a dual enhancement of cognitive transformation and emotional resonance. By combining detailed theoretical explanations with gradual cultural immersion, the goal of education that truly resonates with the mind and heart is achieved ^[2]. This dialectical unity in theoretical characteristics offers new insights into addressing the issues of superficiality and formalism in ideological and political education.

2.2. The organic integration of cultural inheritance and contemporary innovation

In terms of cultural dissemination, this integration is primarily manifested in two aspects: first, conducting in-depth exploration of the ideological essence of China's excellent traditional culture, revolutionary culture, and socialist advanced culture, such as systematically organizing and integrating classic poetry and red melodies into cultural presentation forms in the curriculum; second, actively addressing various contemporary issues and utilizing new technologies and media to innovate discourse expression methods. Innovative practices such as using AR technology to recreate historical scenes and intelligent apps to enable personalized learning are vivid examples of this innovation in discourse expression. This integration is not merely a superficial arrangement of cultural elements but involves creative transformation and innovative development, enabling traditional cultural resources to rejuvenate with vitality that aligns with the needs of the new era. Its theoretical innovation lies in constructing a continuous discourse framework of "history-present-future," which avoids the issue of cultural nihilism while overcoming conservative and rigid tendencies, providing important theoretical support for enhancing the historical depth and contemporary appeal of ideological and political education ^[3].

3. Practical pathways for the ideological and political discourse system in higher education institutions in the new era

3.1. Theoretical concretization: From abstract concepts to contextualized expression

The core challenge of ideological and political education lies in transforming abstract political theories

into knowledge forms that students can understand and accept. Contextual cognition theory indicates that the effectiveness of knowledge depends on its relevance to specific contexts. Based on this, the strategy of theoretical concretization relies on constructing real or simulated contexts to transform abstract concepts into tangible, perceptible content, thereby reducing students' cognitive burden and reinforcing the deepening effect of theories in their minds^[4]. In practical terms, this strategy encourages teachers to conduct in-depth analyses of theoretical content and design contextualized teaching activities that align with it. Taking the "Appreciation of Mao Zedong's Poetry" module in the "One Book, Three Words" program at universities as an example, teachers not only explain the literary value of "Qin Yuan Chun: Snow," but can also use "historical scene reconstruction" teaching designs to divide students into groups to play the roles of Red Army soldiers and residents during the Long March, allowing them to experience the historical context in which the poetry was created within a specific context. During the teaching process, teachers can use multimedia technology to display real-life images of the Shaanbei Plateau, accompanied by the "Long March Suite" as background music, to create an authentic historical atmosphere. Students can deeply appreciate the revolutionary spirit and grandeur of "Among the heroic figures, look to today" through role-playing dialogue planning and scenario-based dialogue performances. The innovative aspects of this teaching design are as follows: first, it successfully breaks away from the traditional one-way transmission model of "teacher lectures—students listen," establishing an interactive learning environment among multiple participants; second, it organically integrates literary appreciation activities with historical education, achieving the consolidation and integration of knowledge across different disciplines; third, through participatory forms of experiential learning, it facilitates the internal transformation of values in students during the emotional experience process^[5].

3.2. Technology empowerment: Building an intelligent interactive discourse system

In the digital age, ideological and political education faces the key challenge of breaking through the constraints of time and space to achieve personalized teaching. The "medium equivalence theory" in communication studies suggests that people treat media interaction in the same way as real interpersonal interaction, providing theoretical support for technology-empowered ideological and political education. Based on this, developing an intelligent interactive discourse system requires systematic design work from three dimensions: the characteristics of the medium, user needs, and content adaptation. The "One Book, Three Words" intelligent learning platform developed by universities effectively demonstrates the practical implementation of this strategy in innovation. This platform uses artificial intelligence to build a personalized recommendation system, analyzing users' learning journeys, interaction frequencies, and content preferences to intelligently push differentiated learning materials. For example, for poetry enthusiasts, the system proactively recommends in-depth analyses from the "Classical Poetry Appreciation" module, complemented by VR immersive experience scenarios. For users with strong theoretical learning needs, the system prioritizes visual diagrams of the core principles of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, along with interactive testing modules. The platform's innovative design is reflected in its "intelligent companion learning" feature, which uses natural language processing technology to create a virtual mentor that can promptly answer learning questions and flexibly adjust its explanation strategies based on the content of the conversation^[6]. In the "Singing Red Lyrics Together" module, the system uses voice recognition technology to provide real-time evaluations of users' singing and offer targeted improvement suggestions, achieving an organic combination of theoretical learning and artistic practice. The innovative value of this intelligent interactive system is manifested in three dimensions: first, it breaks the traditional constraints of ideological and political education

on time and space, supporting fragmented learning modes at any time and in any location; second, it improves learning efficiency through precise content matching and timely feedback mechanisms; third, it enhances user engagement through incentive mechanisms with game-like features and social functions^[7]. It is worth noting that this strategy deeply integrates advanced scientific technology with educational principles, rather than simply piecing them together.

3.3. Cross-border integration: Building a “grand ideological and political education” collaborative nurturing ecosystem

According to educational ecosystem theory, the actual effectiveness of education depends on the degree of coordination among the various elements within the system. Based on this, constructing a “comprehensive ideological and political education” framework requires breaking down disciplinary barriers and departmental boundaries to achieve the integration of educational resources and complementary advantages. Taking the innovative “sports ideological and political education” activities at sports universities as an example, the unique characteristics of the sports discipline are fully leveraged to organically integrate red cultural education into the entire sports teaching process, creating a distinctive “red sports” curriculum system. In the “Red Long March Marathon” practical course, teachers designed a campus marathon route with 12 red education stations, each station set with a different ideological and political education theme. During the 5-kilometer run, participating students must answer questions related to party history at the “Zunyi Conference Station,” complete team collaboration tasks at the “Flying Capture of Luding Bridge Station,” and collectively recite “Seven-Character Verse: The Long March” at the “Victorious Reunion Station.” This innovative design cleverly combines the competitive and collaborative nature of sports with the value-oriented guidance function of ideological and political education, allowing students to naturally absorb red cultural influences through their active participation in sports activities^[8]. Additionally, a “Youth Ideological and Political Work Leading Group” under the unified leadership of the Party Committee can be established to integrate the resources and efforts of departments such as the Academic Affairs Office, Student Affairs Office, Youth League Committee, and Physical Education Department, thereby constructing an educational system that integrates “course instruction, practical activities, and campus culture.” In terms of evaluation mechanisms, innovative methods can be employed to incorporate students’ performance in ideological and political education into the sports performance evaluation system, thereby achieving the educational objective of “holistic development of both mind and body.” The success of this practice lies in three aspects: first, it explores the common ground between physical education and ideological and political education, enabling mutual promotion; second, it ensures the effective integration of educational resources through a multi-departmental collaborative work model; third, its innovative evaluation system provides institutional guarantees for the implementation of the “comprehensive ideological and political education” concept. Its key value lies in achieving the effective integration of professional education and ideological and political education, resolving the long-standing “two-tiered” issue^[9].

4. Conclusion

In the new era, constructing a discourse system for ideological and political education in higher education institutions is both a theoretical necessity and a practical requirement for educational development. In future research, universities should further advance technology-enabled and cross-disciplinary integration efforts in their ideological and political work. While adhering to the correct direction, they should construct a discourse system with greater appeal and leadership, achieving the organic integration of value guidance and cultural

cultivation. This not only concerns the improvement of ideological and political education quality but is also the key to cultivating a new generation of young people capable of shouldering the great task of national rejuvenation.

Disclosure statement

The author declares no conflict of interest.

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