# Practical Paths for Integrating "Stories of China" in the New Era into Ideological and Political Education in Universities

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**Abstract:** As socialism with Chinese characteristics enters a new era, ideological and political education in universities is presented with new opportunities. Telling the "Stories of China" is not only necessary for inheriting and promoting the excellent traditional Chinese culture but also an important way to build the socialist core value system and cultivate qualified builders of socialism. Effectively integrating the "Stories of China" with the ideological and political theory courses in universities is of great significance for guiding students to establish correct worldviews, outlooks on life, and values. This paper focuses on the practical paths of integrating the "Stories of China" with ideological and political theory in universities, deeply analyzes the existing integration mechanisms, principles to follow, and challenges faced, and explores innovative paths. It aims to provide a new perspective for ideological and political education in universities, promote the comprehensive development of students, and provide solid theoretical support for cultivating qualified socialist builders.

**Keywords:** "Stories of China"; Ideological and political education; Moral education

## 1. Introduction

Under the context of the new era, the task of ideological and political education in universities has become more arduous. As an important front for cultivating builders of socialism, ideological and political education plays a crucial role in shaping students' values and personalities. The current complex and changing social environment presents new requirements for ideological and political education in universities. Utilizing historical and cultural resources to tell the "Stories of China" and integrating them organically with ideological and political theory courses have become key to improving educational effectiveness, and cultivating students' patriotism and sense of social responsibility. However, in the actual teaching process, the integration of "Stories of China" and ideological and political theory still faces issues such as content mismatch, single form, and poor integration carriers. These issues significantly affect the attractiveness and appeal of ideological and political theory courses and restrict students' understanding of China's excellent traditional culture. Therefore, exploring

integration paths and optimizing teaching content have become important tasks to improve the quality of ideological and political education in universities and cultivate socialist builders in the new era.

## 2. The value connotation of integrating the stories of the new era of China into ideological and political education in universities

### 2.1. Value leadership: Highlighting the value concepts of ideological and political courses

In the integration process of telling the "Stories of China" in the new era with ideological and political theory courses in universities, value leadership plays a crucial role. Integrating the rich content and profound value concepts of the "Stories of China" into ideological and political theory courses can strengthen students' understanding of the excellent traditional Chinese culture, guiding them to establish correct worldviews, outlooks on life, and values. Narrating stories that reflect the spirit, value, and strength of China can deepen students' identification with the socialist core values, planting the values of patriotism, collectivism, and socialism deep in their thoughts. Ideological and political education teachers can carefully select "Stories of China" that match the course content, using methods like scene reenactment, role-playing, and in-depth discussions, to enable students to understand the profound value concepts behind the "Stories of China" through emotional resonance, achieving the internalization of values and conscious practice.

### 2.2. Enriching emotions: Enriching the theoretical materials of ideological and political courses

In the process of integrating the "Stories of China" of the new era with ideological and political theory courses in universities, enriching emotions by providing abundant theoretical materials for ideological and political courses is very important. By carefully selecting educationally meaningful "Stories of China" and integrating them into ideological and political courses, students can be inspired to love Chinese culture, be enthusiastic about the socialist modernization endeavors, and feel a sense of responsibility for realizing the great rejuvenation of the Chinese nation, the Chinese Dream. This approach provides rich, lively teaching content for ideological and political courses and plants the seeds of patriotism in students, subtly fostering a deep national emotion and sense of the era. Through deep interpretation and emotional experience of theoretical materials, students can resonate with national development ideologically and connect closely with the national destiny emotionally, thus achieving the core goal of ideological and political education, forging a strong sense of community in the Chinese nation, and cultivating modern individuals for the socialist modernization.

### 2.3. Soul-nurturing and talent cultivation: Enhancing the effectiveness of moral education in ideological and political courses

As the core task of integrating the "Stories of China" of the new era with ideological and political theory practice in universities, soul-nurturing and talent cultivation emphasize enhancing the effectiveness of moral education through deep educational practice in ideological and political courses. Ideological and political theory courses in universities should not only systematically cultivate students in political ideology, moral quality, and cultural literacy but also achieve the shaping of students' ideological consciousness and value guidance. Through the integration of the "Stories of China," ideological and political courses become lively and full, providing students with a platform to experience the socialist core values and the excellent traditional Chinese culture through the intersection of history and reality, theory and practice. This can deepen students' understanding of the national development situation, sublimating their spiritual and ideological perspectives and resonating emotionally with the country and nation. Through emotional resonance and value identification, the construction of internal value concepts and moral norms can be promoted, thus achieving self-improvement and

comprehensive development from within. Therefore, soul-nurturing and talent cultivation are not only effective means to enhance the effectiveness of moral education in ideological and political courses but also a philosophy of education.

# 3. Principles of integrating stories of the new era of China into ideological and political education in universities

## 3.1. Adhering to the principle of coordination between core essences and innovative ideas

In the practice of integrating the "Stories of China" of the new era with ideological and political theory courses in universities, the principle of blending "importance" and "novelty" requires that universities adhere to the coordinated development of core essences and innovative ideas. The coordination principle not only emphasizes a deep understanding and firm belief in the theoretical system of socialism with Chinese characteristics but also advocates injecting new thoughts, concepts, and methods into the process of telling the "Stories of China," to ensure the vitality and timeliness of ideological and political education. Adhering to the principle of coordination between core essences and innovative ideas requires universities to profoundly grasp the historical logic, cultural genes, and spiritual core contained in the "Stories of China," and to boldly introduce new knowledge and technologies from interdisciplinary and cross-field areas, innovating teaching methods and communication approaches. Through this approach, students' identification with and sense of belonging to traditional culture can be enhanced, and their innovation consciousness and critical thinking abilities can be stimulated. The organic combination of "importance" and "novelty" not only ensures the depth of ideological and political education content but also enables students to better adapt to the developmental needs of the new era while inheriting traditions, laying a solid foundation for cultivating socialist builders with a global vision and innovation capability.

## 3.2. Adhering to the principle of unity between problem-orientation and goal-orientation

Adhering to the principle of unity between problem-orientation and goal-orientation is an effective strategy for achieving educational goals. This principle emphasizes that teaching and integration practices should start from the actual problems faced by students, clarify the long-term goals and ideal directions of teaching, ensure that the educational content can solve the current ideological development needs of students, and lead them toward correct value goals. In this way, education not only responds to the actual concerns of students, enhancing the pertinence of ideological and political education in universities but also stimulates students' interest in learning and enhances their learning initiative. Problem-orientation encourages teachers and students to jointly analyze the era problems, moral dilemmas, and value conflicts in the "Stories of China," promoting students' critical thinking and problem-solving skills. Goal-orientation ensures that all teaching activities revolve around the grand goals of cultivating students' socialist core values, enhancing national identity, and social responsibility, thus accomplishing the fundamental task of ideological and political education in moral education.

## 3.3. Adhering to the principle of combining theoretical interpretation and practical reflection

In the practice of integrating the "Stories of China" of the new era with ideological and political theory education in universities, adhering to the principle of closely combining theoretical interpretation and practical reflection is key to enhancing educational effectiveness. The principle of combining theoretical interpretation and practical reflection emphasizes that, while imparting ideological and political theory knowledge, students should be guided to integrate the learned theories with social practice, deepening their understanding of theories through personal experiences and practical activities. This approach allows the abstract "Stories of

China" and theoretical knowledge to be concretized and vividly interpreted, facilitating the achievement of the organic integration of theoretical learning and social practice in actual actions. Through participating in diverse practical activities such as social services, volunteer activities, and scientific research, students can deepen their understanding of the value concepts behind the "Stories of China" in solving real-world problems, cultivate their ability to solve practical issues, achieve the transformation from theory to action, and promote comprehensive development [1].

# 4. Challenges faced by the integration of stories of the new era of China into ideological and political education in universities

## 4.1. Mismatch between the elements of "Stories of China" and the content of ideological and political education in universities

The problem of mismatch between the elements of "Stories of China" and the content of ideological and political education in universities is manifested in the inaccurate alignment of the selection and utilization of "Stories of China" with the core topics of ideological and political education in universities and the ideological development needs of students. Firstly, some teachers choose content for "Stories of China" that is too grand or abstract, making it difficult to connect directly with students' life experiences and emotional worlds, creating barriers to emotional identification and value understanding among students. Secondly, although some "Stories of China" have rich historical and cultural characteristics, they lack sufficient specificity in conveying the themes of the era and reflecting the developmental achievements of contemporary Chinese society, making it difficult to stimulate students' identification and sense of belonging to the socialist core values. Lastly, the selection and presentation of some stories have not kept up with the educational concepts of the new era, causing a lack of coordination between teaching methods and learning styles, affecting the attractiveness and educational effectiveness of ideological and political courses. These issues undermine the role of "Stories of China" in ideological and political education.

## 4.2. Overly homogeneous integration forms of "Stories of China"

The problem of overly homogeneous integration forms of "Stories of China" is mainly reflected in several aspects. On one hand, the current transmission and teaching of "Stories of China" mostly adopt traditional lecturing and narration methods, lacking diverse and interactive teaching methods [2]. This single form of integration does not meet the learning habits and ideological development expectations of contemporary university students, who prefer to acquire knowledge through visual, auditory, tactile, and other sensory experiences. The homogeneity of integration forms hinders the stimulation of students' learning interests and limits the emotional resonance and value transmission effectiveness of "Stories of China." On the other hand, the homogeneity also manifests in the insufficient use of modern educational technologies and media, such as digital educational resources, online platforms, virtual reality, and other innovative educational means, leading to a perceived outdatedness in ideological and political education forms and hindering the unique role of "Stories of China" in cultivating students' socialist core values, enhancing national identity, and cultural confidence, thus affecting the overall effectiveness of ideological and political education [3].

## 4.3. Poor integration carriers for "Stories of China" and ideological and political theory in universities

A key issue faced in the practice of integrating "Stories of China" with ideological and political theory in universities is the poor choice and application of integration carriers. Firstly, universities mainly focus on

ideological and political classrooms as carriers for integrating "Stories of China," such as textual reading materials and traditional classroom lectures, which are not fully effective in mobilizing student participation and motivation. Secondly, some universities lack targeted carrier designs in the process of integrating "Stories of China," failing to fully consider the characteristics and learning needs of students with different disciplinary backgrounds, leading to a "misfit" phenomenon of "Stories of China" in different disciplines and hindering the depth of educational content. Lastly, while some universities have begun to experiment with modern carriers such as online platforms and social media to disseminate "Stories of China," the lack of systematic design has prevented the formation of a long-term mechanism, limiting the depth of integration of "Stories of China" [4].

## 5. Practical pathways for integrating stories of the new era of China into ideological and political education in universities

### 5.1. Selecting typical "Stories of China" and optimizing ideological and political teaching resources

To innovate the practical pathways for integrating "Stories of China" with ideological and political theory in universities, the first core task is to select typical "Stories of China" to optimize ideological and political teaching resources [5]. Teachers should select stories that reflect the Chinese spirit, values, and strength from multiple dimensions, such as Chinese historical culture, revolutionary traditions, achievements of reform and opening up, and socialist modernization construction, ensuring the representativeness and typicality of the story content. For instance, teachers need to focus on the timeliness of stories, choosing those that can resonate with students and match the aesthetic and cognitive characteristics of contemporary students, to enhance the attractiveness and infectiveness of "Stories of China." Secondly, universities can use modern information technology to innovatively transform typical "Stories of China," such as producing micro-films, micro-courses, digital storybooks, etc., utilizing multimedia to enhance the expressiveness and spread of stories [6]. For example, universities can establish an ideological and political teaching resource library, including a wide variety of "Stories of China" resources, guidance content for ideological and political education, case analyses, discussion topics, and other auxiliary teaching materials, providing comprehensive teaching support for teachers [7]. Lastly, universities should encourage teachers and students to jointly participate in the discovery and organization of "Stories of China," thereby enhancing students' practical skills and innovative consciousness, making the teaching content more relevant to students' actual lives and growth needs [7].

### 5.2. Innovating diversified integration forms based on the spiritual core of "Stories of China"

To address the issue of overly homogeneous integration forms of "Stories of China," universities need to base themselves on the spiritual core of "Stories of China" and innovate diversified integration forms, making the conveyance of "Stories of China" more vivid and effective. Firstly, universities should seek diverse teaching forms, with teachers combining online and offline teaching modes, using interactive teaching methods such as flipped classrooms, case teaching, role-playing, moot courts, etc., to enhance student participation and interaction, allowing students to deeply understand the spiritual core of "Stories of China" in practice [8]. Secondly, universities can use digital technology and new media, such as AR (augmented reality), VR (virtual reality) technology, Weibo, WeChat, short video platforms, etc., to innovate the presentation of "Stories of China." For example, using VR technology to recreate historical scenes, allowing students to "experience" historical events in a virtual environment, enhancing the realism of learning "Stories of China"; using short video platforms to share "Stories of China" micro-courses, broadening the channels of dissemination, attracting more students' attention. Furthermore, universities can carry out interdisciplinary integration, combining "Stories of China" with literature, history, art, and other disciplines, developing interdisciplinary projects and courses,

and promoting students to understand and perceive the story connotations from multiple perspectives and dimensions [9]. For example, combining art education, guiding students to express their understanding of "Stories of China" through painting, sculpture, etc.; or combining music and drama education, allowing students to recreate "Stories of China" through songwriting, scriptwriting, etc. Lastly, universities should establish student clubs, encouraging students to participate in social practice activities related to "Stories of China," such as volunteer explaining, community service, etc., integrating "Stories of China" into social services, and expanding the space for learning and dissemination [10].

### 5.3. Building a collaborative education teaching platform and enhancing the integration depth of "Stories of China" with ideological and political theory in universities

Building a collaborative education teaching platform to enhance the integration depth of "Stories of China" with ideological and political theory in universities requires a series of specific measures. Firstly, universities need to establish a collaborative education teaching resource system for "Stories of China" and ideological and political theory courses in universities, effectively integrating knowledge content from ideological and political theory, "Stories of China" elements, historical and cultural disciplines, etc. Through resource integration, rich and diverse "Stories of China" teaching content and forms can be provided [11]. The platform can integrate text, video, audio, interactive experience, and other forms of resources, and provide online communication, discussion, feedback, and other functions, promoting interaction among teachers and students. Secondly, universities can develop specialized teaching management systems, supporting personalized learning path designs. The system can recommend related "Stories of China" teaching resources based on students' interests and needs, supporting autonomous learning for students and allowing teachers to design teaching activities based on the teaching plan and students' learning situations [6]. Through big data analysis and learning analytics technologies, the system can track students' learning progress and outcomes, providing decision support for teachers, and achieving precision in ideological and political education teaching. Lastly, universities need to strengthen cooperation with social and cultural institutions such as museums, memorials, and cultural groups, utilizing resources and platforms from social organizations, and organizing social practice activities for students to participate in. For example, through visiting historical exhibitions, participating in cultural volunteer services, etc., students can deeply understand the spiritual connotations of "Stories of China" in practice, enhancing the integration of ideological and political theory learning and social practice [12].

## 6. Conclusion

In the context of the new era, effectively telling "Stories of China" and integrating them into ideological and political theory courses in universities is an important measure for cultivating young people with socialist core values. Through strategies such as carefully selecting typical stories, optimizing teaching resources, innovating integration forms, and constructing collaborative education platforms, it is possible to solve problems encountered during the integration process, such as content mismatch, homogeneous forms, and inadequate carriers. This not only enhances the attractiveness and infectiousness of ideological and political education but also fully leverages the value of "Stories of China" in collaborative education with ideological and political theory courses in universities, providing solid theoretical support for building the socialist core value system and cultivating well-rounded socialist builders. This process involves not only innovation in educational content and methods but also requires the joint efforts of universities, teachers, and students. It calls for an open and inclusive attitude towards exploring and practicing, jointly promoting the development of ideological and political education and nurturing young people of the new era who can take on the responsibilities of future societal development.

## Disclosure statement

The author declares no conflict of interest.

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