

# The Path of Integrating Excellent Traditional Chinese Culture into Ideological and Political Teaching in Colleges and Universities

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**Abstract:** This study explores the practical value and implementation paths of integrating excellent traditional Chinese culture into ideological and political education in colleges and universities, aiming to address issues such as insufficient effectiveness faced by ideological and political education in colleges. Through literature analysis and empirical research, diversified paths such as deeply exploring traditional cultural resources, innovating teaching methods, enhancing cultural experiences, constructing a campus cultural ecology, and strengthening the construction of the faculty team are proposed. The study finds that the integration of traditional culture and ideological and political education can significantly improve students' cultural identity, value judgment, and social responsibility, while optimizing teaching content and models. This research provides theoretical support and practical guidance for the reform of ideological and political education in colleges and universities, not only promoting the creative transformation of traditional culture but also laying the foundation for cultivating talents with both cultural confidence and a sense of responsibility for the times in the new era. Future research can further explore long-term mechanisms and differentiated strategies for integration, promoting the continuous optimization and innovative development of educational models.

**Keywords:** Excellent traditional Chinese culture; Colleges and universities; Ideological and political teaching; Fitting path

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## 1. The historical background and research significance of integrating excellent traditional Chinese culture into ideological and political education in colleges and universities

In the context of accelerated globalization and diversified cultural development, ideological and political education in colleges and universities faces practical challenges such as monotonous content, traditional methods, and insufficient effectiveness. Excellent traditional Chinese culture, as the spiritual lifeline of the Chinese nation, contains rich resources for ideological and political education. Its deep integration with ideological and political

education has become an important direction for educational reform in the new era. Although scholars at home and abroad have conducted a series of studies on this topic, existing research findings are mostly limited to theoretical discussions, lacking systematic research on practical paths and effectiveness evaluations, especially in areas such as teaching method innovation and curriculum system construction. Therefore, in-depth exploration of the practical value and implementation paths of integrating excellent traditional Chinese culture into ideological and political education in colleges and universities not only helps enrich the theoretical system of ideological and political education and enhance its effectiveness, but also has important academic value and practical significance for promoting the creative transformation and innovative development of traditional culture.

## **2. The practical value of integrating excellent traditional Chinese culture into ideological and political teaching in colleges and universities**

### **2.1. Enhancing the effectiveness of ideological and political teaching in colleges and universities**

Research shows that the core values of excellent traditional Chinese culture, such as filial piety, benevolence, and honesty, are intrinsically consistent with the goals of contemporary ideological and political education. Empirical research has found that after integrating traditional culture into ideological and political teaching, students' moral cognition levels have significantly improved <sup>[1]</sup>. The life wisdom and behavioral norms in traditional culture provide students with reference value standards, helping them form a stable value judgment system. In addition, teaching practice data indicate that classrooms utilizing traditional cultural materials such as historical anecdotes and the wisdom of the ancients have seen a noticeable increase in student participation and classroom interaction frequency, suggesting that traditional cultural resources can indeed enhance the attractiveness and effectiveness of ideological and political teaching <sup>[2]</sup>.

### **2.2. Enhancing the breadth and depth of ideological and political teaching in colleges and universities**

Research has found that ideological and political courses incorporating traditional cultural elements exhibit significant differences in the following three dimensions: Firstly, in terms of students' understanding of humanity, by analyzing and learning the views on humanity in traditional culture, students can develop profound cognition of the essence of humanity, behavioral motivations, and social interactions. Secondly, in assessments of social responsibility, students' sense of social responsibility has significantly improved. Finally, in the dimension of ecological awareness, through learning traditional culture, students can understand the harmony between man and nature, and man and society, making the concept of sustainable development deeply rooted in their minds. These studies show that the content in traditional culture, such as social role cognition, moral norms, and ecological wisdom, can effectively expand the content dimensions of ideological and political education and deepen students' cognition of themselves, others, and society <sup>[3]</sup>.

### **2.3. Promoting the sustainable development of college education**

In the current educational situation, the role of ideological and political teaching in college education is increasingly prominent. Traditional culture is both a symbol of the Chinese spirit and a valuable cultural resource rich in philosophy and aesthetics. Infiltrating traditional culture into ideological and political teaching is conducive to improving the ideological and political education system and promoting the sustainable

development of college education <sup>[4]</sup>. In addition, the organic integration of traditional culture and ideological and political teaching can enrich the connotation of ideological and political education and innovate teaching methods, which can enable students to recognize the historical origins of the Chinese nation and appreciate the ideological connotation and aesthetic value of traditional culture, providing a new path for the sustainable development of college education <sup>[5]</sup>.

### **3. Path analysis of integrating excellent traditional Chinese culture into ideological and political teaching in colleges and universities**

#### **3.1. Deeply exploring traditional cultural resources to optimize the content of ideological and political teaching**

Research has revealed that current ideological and political courses in colleges and universities are often characterized by strong theoretical content and monotonous topics, leading to insufficient student engagement. By systematically integrating traditional cultural resources into ideological and political teaching, this situation can be significantly improved <sup>[6]</sup>. Studies show that classrooms utilizing traditional cultural materials have witnessed notable enhancements in student participation and knowledge retention. Firstly, establish a traditional cultural teaching resource library to systematically organize historical anecdotes, classic literature, and other materials, such as the classic chapters in *The Analects of Confucius* and *Mencius*, as well as stories of historical figures. Secondly, design specialized teaching modules, for example, combining the saying “Everyone is responsible for the fate of his country” with the deeds of traditional patriotic heroes, deepening students’ understanding of responsibility and commitment through the stories of historical figures like Wen Tianxiang and Lin Zexu. Thirdly, develop supporting learning materials to guide students in extracurricular extension learning, such as recommending readings of classic works like *Records of the Historian* and *Zizhi Tongjian*, and organizing book-sharing sessions. This integration approach not only enriches the teaching content but also effectively enhances students’ learning interest and sense of national identity.

Furthermore, teachers can incorporate current events and hot topics, combining the wisdom of traditional culture with modern social development. For instance, by analyzing the concept of “harmony in diversity,” teachers can guide students to understand the coexistence and harmonious development of multiculturalism. This way, traditional cultural content can be effectively combined with ideological and political education, mobilizing students’ enthusiasm for learning, enhancing their learning interest, and, at the same time, maximizing the advantages of traditional culture to facilitate the effective implementation of ideological and political teaching, thereby ensuring that ideological and political teaching can achieve its intended goals <sup>[7]</sup>.

#### **3.2. Innovating teaching methods to enhance the integration of traditional culture**

In the process of integrating traditional culture into ideological and political classrooms, teachers should fully grasp the characteristics presented after the integration of the two, and reform and optimize teaching methods based on students’ actual conditions, thus ensuring the effectiveness of ideological and political teaching. Additionally, when innovating teaching methods, teachers need to ensure the systematic nature of the chosen methods and their high degree of fit with the teaching content, thereby effectively enhancing the integration effect of traditional culture and ideological and political teaching. Research indicates that the innovation of teaching methods has a significant impact on the integration effect of traditional culture. After adopting the “theme + task + independent and cooperative inquiry” teaching model, teachers observed a notable improvement in students’

learning outcomes compared to traditional teaching methods.

Firstly, build a digital teaching platform, utilizing virtual reality technology to restore historical scenes, enhancing the immediacy of teaching. For example, through VR technology, the teaching scenes of ancient academies can be recreated, allowing students to immerse themselves in the atmosphere of traditional culture. Secondly, leverage the advantages of smart teaching platforms to construct online and offline “ideological and political + traditional culture” educational classrooms. For instance, utilize MOOC platforms to offer specialized courses on traditional culture, combined with offline discussions and practices. Thirdly, design interactive teaching sessions, such as group discussions and role-playing. For example, let students play the roles of historical figures, deeply understanding the values in traditional culture through situational simulations<sup>[8]</sup>. These innovative methods not only improve teaching efficiency but also effectively promote students’ understanding and internalization of traditional culture. Furthermore, teachers can introduce interdisciplinary teaching methods, combining traditional culture with disciplines such as literature, art, and philosophy. For example, by appreciating classical poetry, calligraphy, and painting, students can understand the connotation of traditional culture from multiple dimensions<sup>[9]</sup>.

### **3.3. Enhancing cultural experiences to cultivate cultural confidence**

In ideological and political teaching, to effectively enhance the fusion between ideological and political teaching and traditional culture, teachers should pay attention to students’ cultural experiences. This not only creates a good teaching atmosphere but also allows students to fully feel the charm of traditional culture, effectively improving the effectiveness of ideological and political teaching. Firstly, establish off-campus practice bases and regularly organize cultural inspection activities, such as visiting cultural sites like the Forbidden City and Confucius Temple, allowing students to personally experience the profound heritage of traditional culture. Secondly, hold cultural creativity design competitions to stimulate students’ innovative thinking, such as designing posters, animations, or short videos with traditional cultural themes, combining traditional culture with modern art forms. Thirdly, invite traditional culture experts to conduct special lectures to deepen students’ understanding of traditional culture, such as inviting intangible cultural heritage inheritors to demonstrate traditional techniques on site and explain their cultural connotations. These experiential teaching activities effectively enhance students’ sense of cultural identity and inheritance. Additionally, activities such as traditional culture festivals and Hanfu experience days can be organized, allowing students to feel the charm of traditional culture through participation and share their experiences on social media to expand the influence of traditional culture. In this teaching method focuses on cultural experiences, students can not only gain a deeper understanding of traditional culture but also improve their creativity and cultural self-confidence, thereby promoting their sustainable development<sup>[10]</sup>.

### **3.4. Constructing a campus cultural ecology to foster an educative environment**

The campus cultural environment exerts a subtle influence on the formation of students’ values. Strengthening the infiltration of traditional culture in ideological and political teaching and carrying out practical activities related to traditional culture are crucial aspects and beneficial supplements to ideological and political teaching. Firstly, build traditional culture-themed parks to create a cultural atmosphere, such as setting up traditional culture corridors on campus to display classic literature, historical figure stories, and other content. Secondly, conduct traditional culture-themed activities, such as classic recitation and traditional skills demonstrations, for example, organizing students to participate in activities like making zongzi during the Dragon Boat Festival and mooncake appreciation during the Mid-Autumn Festival to enhance their cultural experience. Thirdly, integrate



traditional culture into daily behavioral norms to cultivate students' cultural consciousness, for instance, by formulating campus etiquette norms to guide students in practicing the spirit of "propriety." These measures effectively construct a favorable ecology for traditional culture education. In addition, campus radio, bulletin boards, and other media can be utilized to regularly push traditional cultural knowledge, creating a strong cultural atmosphere, and encouraging students to actively participate in the dissemination and practice of traditional culture through club activities, volunteer services, and other forms. Conducting traditional culture practical activities on campus not only creates a good campus cultural atmosphere but also enables students to have a deeper understanding of traditional culture, leading them to establish correct values <sup>[11]</sup>.

### **3.5. Strengthening the construction of the faculty to enhance teaching implementation abilities**

Teachers' traditional cultural literacy directly affects teaching effectiveness <sup>[12]</sup>. Therefore, strengthening the construction of the faculty and enhancing teachers' traditional cultural literacy are particularly crucial. In this regard, colleges and universities can proceed from the following aspects: Firstly, establish a regular training mechanism and periodically conduct special seminars on traditional culture, such as organizing teachers to participate in sinology training courses and traditional culture seminars. Secondly, build a teacher exchange platform to promote the sharing of teaching experience, for example, by establishing an in-school traditional culture teaching research group to regularly conduct teaching observations and seminars. Thirdly, encourage teachers to conduct teaching research and improve their theoretical level, such as supporting teachers in applying for relevant research topics on the integration of traditional culture and ideological and political education. Fourthly, establish an incentive mechanism to commend excellent teaching cases, for instance, setting up a "Traditional Culture Teaching Innovation Award" to motivate teachers to actively explore effective teaching methods. These measures effectively enhance teachers' traditional cultural literacy and teaching implementation abilities.

Additionally, teachers can be encouraged to participate in cross-school cooperation, exchanging experiences with ideological and political teachers from other universities, jointly developing traditional culture teaching resources, and promoting excellent teaching achievements through academic conferences, journal papers, and other channels. The implementation of these measures can further strengthen the construction of the faculty, providing a strong guarantee for the effective integration of excellent traditional Chinese culture into ideological and political teaching in colleges and universities <sup>[13]</sup>.

## **4. Conclusion**

Chinese excellent traditional culture and ideological and political education in colleges and universities exhibit significant synergistic effects. The rich value connotations and educational resources of traditional culture provide vital support for enhancing the effectiveness of ideological and political education <sup>[14]</sup>. Through diversified approaches such as systematically integrating traditional cultural resources, innovating teaching methods, intensifying cultural experiences, and improving faculty construction, it is possible to not only optimize the content system and teaching models of ideological and political education but also effectively elevate students' cultural identity, value judgment capabilities, and sense of social responsibility <sup>[15]</sup>. This deep integration not only inherits the essence of traditional culture but also imparts new connotations of the times to ideological and political education, laying a solid foundation for cultivating talents with both cultural confidence and

innovative spirits in the new era. Future research can further explore long-term mechanisms and differentiated implementation strategies for integrating traditional culture into ideological and political education to drive the continuous optimization and innovative development of this educational model.

## Disclosure statement

The author declares no conflict of interest.

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