

An Analysis of the Pathways for Integrating Excellent Traditional Chinese Culture into Ideological and Political Courses in Colleges and Universities

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Abstract: Excellent traditional Chinese culture is the crystallization of wisdom accumulated by the Chinese nation in the long course of historical development, carrying the nation's spiritual genes and value pursuits. Integrating excellent traditional Chinese culture into ideological and political courses in colleges and universities is conducive to enhancing the effectiveness of ideological and political theory courses, cultivating contemporary college students' core values, and promoting the inheritance of traditional culture. Based on the significance of integrating excellent traditional Chinese culture into ideological and political teaching in colleges, this paper analyzes the current problems, such as insufficient content integration, outdated teaching methods, a lack of practical activities, and uneven cultural literacy of teachers. Correspondingly, it proposes optimized pathways, including refining teaching content, innovating teaching methods, organizing practical activities, and building high-quality teaching teams. The aim is to improve the teaching quality of ideological and political courses, realize the organic integration of inheriting excellent traditional Chinese culture and ideological and political education for college students, and provide useful references for the reform of ideological and political education in colleges and universities.

Keywords: Colleges and universities; Excellent traditional Chinese culture; Ideological and political courses; Integration

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1. Introduction

Ideological and political courses are the key courses for colleges and universities to implement the fundamental task of fostering virtue through education, and they are of great significance for cultivating builders and successors of socialism. In the context of the new era, integrating fine traditional Chinese culture into the teaching of ideological and political courses in colleges and universities is not only an inevitable requirement for inheriting and carrying forward fine traditional Chinese culture but also an important way to enhance the attractiveness, appeal, and effectiveness of these courses. However, in current practical teaching, there are still many problems in the integration of fine traditional Chinese culture and the teaching of ideological and political

courses in colleges and universities, which urgently require in-depth research and solutions. Therefore, exploring the paths for integrating fine traditional Chinese culture into the teaching of ideological and political courses in colleges and universities has important theoretical value and practical significance.

2. Significance of integrating excellent traditional Chinese culture into ideological and political courses in colleges and universities

2.1. Enhancing the effectiveness of ideological and political theory courses in colleges and universities

Traditional Chinese culture embodies the deepest spiritual pursuits of the Chinese nation and serves as a rich source of nourishment for its continuous survival and development. Integrating it into ideological and political courses can make abstract ideological and political theories more vivid and concrete, making them easier for students to understand and accept. For example, when explaining “friendliness” in the core socialist values, we can introduce Confucius’ idea of “Do not do to others what you do not want others to do to you.” By interpreting such classic statements from traditional culture, students can better understand the connotation and importance of friendliness. Meanwhile, the rich historical stories and celebrity allusions in traditional culture can provide vivid cases for ideological and political teaching, increase the interest and appeal of the classroom, stimulate students’ learning interest and enthusiasm, thereby improving the teaching effect of ideological and political theory courses and enhancing their effectiveness.

2.2. Cultivating college students’ core values

Excellent traditional Chinese culture has become the gene of Chinese culture, rooted in the hearts of the Chinese people, and subtly influencing their behavior. The values advocated by excellent traditional Chinese culture, such as the family and country feelings of “Everyone is responsible for the rise and fall of the country,” the noble integrity of “Not corrupted by wealth, not shaken by poverty, not subdued by force,” and the honesty of “Keep one’s word and act resolutely,” are highly consistent with the core socialist values. Integrating excellent traditional Chinese culture into ideological and political courses in colleges and universities can guide students to deeply understand and identify with the values in excellent traditional Chinese culture, and imperceptibly cultivate their feelings for the country, social responsibility, and moral qualities. Through learning and perceiving traditional culture, students can better understand the historical origin and cultural heritage of core socialist values, thus consciously internalizing them into their own value pursuits, externalizing them into their own codes of conduct, and practicing core socialist values more consciously.

2.3. Promoting excellent traditional Chinese culture

Against the background of globalization and modernization, excellent traditional Chinese culture is facing the dual challenges of Western cultural impact and the rapid development of modern society, making it urgent to inherit and promote it. As an important position for talent cultivation, colleges and universities shoulder the important mission of inheriting and promoting excellent traditional Chinese culture. Integrating excellent traditional Chinese culture into ideological and political courses in colleges and universities enables students to systematically learn and understand the rich connotation and unique charm of excellent traditional Chinese culture in the process of ideological and political education, enhancing their sense of identity and pride in traditional culture^[1-3]. At the same time, through the dissemination and guidance of ideological and political

courses, a strong atmosphere of traditional culture can be created in colleges and universities, attracting more students to pay attention to and participate in the inheritance and innovation of excellent traditional Chinese culture, and injecting new vitality into its inheritance and development.

3. Problems in integrating excellent traditional Chinese culture into college ideological and political courses

3.1. The content relevance needs to be further improved

Effectively integrating excellent traditional Chinese culture into ideological and political teaching can expand the connotation of ideological and political courses and enrich classroom teaching content. At present, although colleges and universities have begun to attach importance to the integration of excellent traditional Chinese culture into ideological and political courses, there is a certain degree of blindness and randomness in the selection of content. Some teachers do not have an in-depth understanding and grasp of excellent traditional Chinese culture, and fail to fully explore the connection points between traditional culture and the teaching content of ideological and political courses. As a result, in the teaching process, traditional culture content is simply and mechanically piled into ideological and political courses, failing to achieve an organic integration of traditional culture and the teaching content of ideological and political courses ^[4].

3.2. Teaching methods need to be further innovated

Teaching methods are an important aspect of the teaching process. In the process of integrating excellent traditional Chinese culture into college ideological and political courses, many colleges still mainly adopt the traditional lecture method. Teachers dominate the classroom, and students are in a passive state of accepting knowledge. When integrating traditional culture content, the same single teaching method is used, where traditional culture knowledge is only imparted to students through oral explanation, lacking interactivity and interest ^[5]. This kind of teaching method is difficult to stimulate students' interest and enthusiasm in learning, and cannot enable students to deeply understand and perceive the connotation and charm of traditional culture.

3.3. Practical activities need to be further expanded

Cultural inheritance requires practical carriers. In the process of integrating excellent traditional Chinese culture into college ideological and political courses, practical activities are relatively insufficient. On the one hand, colleges and universities lack a systematic, practical teaching system for traditional culture, and have not incorporated traditional cultural practice activities into the teaching plan of ideological and political courses, resulting in a lack of planning and standardization in the implementation of practical activities. On the other hand, teachers do not attach enough importance to traditional cultural practice teaching, overemphasizing the imparting of theoretical knowledge in the teaching process while neglecting the practical teaching link. Students lack the opportunity to experience traditional culture personally, making it impossible to transform the learned traditional culture knowledge into practical actions and abilities ^[6].

3.4. Teachers' cultural literacy needs to be further improved

The key to running ideological and political courses well lies with teachers. At present, college ideological and political course teachers' understanding and mastery of excellent traditional Chinese culture are not in-depth and comprehensive enough. On the one hand, since the professional backgrounds of college ideological and political

course teachers are mainly in fields such as Marxist theory and ideological and political education, they lack systematic study and research on professional knowledge related to traditional culture, leading to inaccurate and shallow explanations of traditional culture content in the teaching process^[7]. On the other hand, some teachers lack a sense of responsibility and mission for inheriting and promoting traditional culture, have an insufficient understanding of the importance of integrating traditional culture into ideological and political courses, and fail to actively explore and utilize traditional cultural resources in teaching, which affects the effectiveness of integrating traditional culture into ideological and political courses.

4. Optimization paths for integrating excellent traditional Chinese culture into ideological and political courses in colleges and universities

4.1. Optimize the integrated content and integrate it into the entire teaching process

Excellent traditional Chinese culture contains rich ideological essences and serves as an important treasure trove of teaching materials for ideological and political courses in colleges and universities. To give full play to its educational value, it is necessary to precisely select the content to be integrated, so that traditional culture can naturally blend into ideological and political classrooms, thereby enhancing the effectiveness of teaching. First, teachers of ideological and political courses in colleges and universities should strengthen their research on the teaching syllabus and textbooks, conduct in-depth analysis of the internal connections between the content of ideological and political courses and excellent traditional Chinese culture, and explore ideological concepts, value orientations, and moral norms in traditional culture that align with the teaching content of ideological and political courses^[8-10]. For example, when explaining *An Outline of Modern Chinese History*, teachers can introduce the spirit of patriotism in traditional culture. By telling the stories of patriotic figures in history, they can guide students to understand the patriotic traditions of the Chinese nation and enhance their national pride and patriotic feelings.

Second, colleges and universities should organize relevant experts and teachers to systematically sort out and integrate excellent traditional Chinese cultural resources, and establish a traditional culture resource database suitable for the teaching of ideological and political courses. The resource database can include classic works of traditional culture, historical stories, celebrity allusions, poems and songs, traditional arts, etc., which are classified and organized according to different modules and knowledge points of ideological and political teaching, making it convenient for teachers to consult and use in the teaching process. Finally, teachers can also conduct secondary development and innovation of traditional cultural resources according to the actual teaching needs, transforming them into vivid, interesting, and easy-to-understand teaching cases and materials, to improve the quality and effect of integrating traditional culture into ideological and political courses.

4.2. Innovate teaching methods to improve the quality of integration

The limitations of traditional teaching methods in ideological and political classrooms restrict the depth and effectiveness of integrating traditional culture. However, through diversified teaching means and interactive classroom design, it can not only enhance students' interest in learning but also deepen their understanding of traditional culture and ideological and political knowledge, achieving mutual improvement between teaching and learning^[11]. On the one hand, teachers of ideological and political courses in colleges and universities should change the traditional teaching mode dominated by lectures and adopt diversified teaching methods such as case teaching, discussion-based teaching, situational teaching, and experiential teaching to integrate excellent

traditional Chinese culture into ideological and political courses. For example, when explaining moral norms in traditional culture, the case teaching method can be used. By analyzing moral cases in real life, students are guided to use moral concepts in traditional culture for analysis and evaluation, improving their moral judgment and practical abilities. At the same time, teachers can use modern information technologies such as multimedia teaching and online teaching to enrich the content and form of teaching, enhancing the intuitiveness and interest of teaching. For instance, by playing documentaries and short videos on traditional culture, students can more intuitively feel the charm of traditional culture, thereby increasing their interest and enthusiasm for learning^[12].

On the other hand, in the teaching process of ideological and political courses, teachers should focus on strengthening interaction and communication with students, encouraging them to actively participate in classroom discussions and speeches, and creating a good classroom atmosphere. When integrating traditional cultural content, teachers can design inspiring and open-ended questions to guide students to think and discuss, stimulating their thinking vitality and innovative abilities. For example, when explaining philosophical thoughts in traditional culture, teachers can raise questions such as “What enlightenment do the philosophical thoughts in traditional culture have for the development of modern society?” and organize students to conduct group discussions and exchanges. This allows students to deeply understand the connotation and value of traditional culture in discussions while cultivating their teamwork spirit and expression skills.

4.3. Expand practical teaching to enhance students’ participation

Practical teaching is an important link in the teaching of ideological and political courses in colleges and universities, and it is of great significance for students to deeply understand and practice the teaching content of ideological and political courses. Colleges and universities should incorporate traditional cultural practice activities into the teaching plan of ideological and political courses and build a systematic, practical teaching system of traditional culture. The practical teaching system should include practical teaching objectives, content, methods, and evaluation, clarifying the requirements and standards of practical teaching. For example, the objectives of practical teaching can be set as cultivating students’ traditional cultural literacy, practical abilities, and innovative spirit; the content of practical teaching can include traditional cultural lectures, cultural experience activities, volunteer services, and social practice; the methods of practical teaching can adopt project-based learning and inquiry-based learning; the evaluation of practical teaching can combine process evaluation and summative evaluation to comprehensively assess students’ practical learning outcomes.

In addition, colleges and universities should actively organize a variety of traditional cultural practice activities to provide students with opportunities to experience traditional culture firsthand. For example, holding traditional cultural lectures and inviting experts and scholars to explain the connotation and value of traditional culture to students; organizing cultural experience activities such as calligraphy, painting, paper-cutting, tea art, and martial arts, allowing students to feel the charm of traditional culture in practice; carrying out volunteer service activities, such as organizing students to promote traditional culture in communities, nursing homes, etc., contributing to the inheritance and promotion of traditional culture; encouraging students to participate in social practice activities, such as conducting traditional cultural research and cultural inheritance and innovation projects, so that students can deeply understand traditional culture in practice and improve their practical and innovative abilities^[13,14].

4.4. Cultivate teaching teams to improve educational quality

Teachers are a key factor in integrating excellent traditional Chinese culture into the teaching of ideological and

political courses in colleges and universities, and their cultural literacy directly affects the quality and effect of integrating traditional culture into teaching. Colleges and universities should strengthen the training of ideological and political course teachers in traditional culture to improve their cultural literacy and teaching abilities. This can be achieved by organizing teachers to systematically learn traditional cultural knowledge through special training courses, academic lectures, and seminars on traditional culture, so that they can understand the development context and essence of traditional culture. At the same time, colleges and universities should encourage teachers to participate in domestic and international academic exchange activities to broaden their academic horizons and learn advanced teaching concepts and methods ^[15]. In this process, teachers themselves should also take the initiative to learn traditional cultural knowledge and continuously improve their cultural literacy and teaching level. Colleges and universities should establish incentive mechanisms to encourage ideological and political course teachers to actively carry out research and practice on integrating traditional culture into ideological and political course teaching. For example, incorporating research results on the integration of traditional culture into ideological and political courses into teachers' research assessment systems, commending and rewarding teachers who have made outstanding achievements in this field; setting up special projects on integrating traditional culture into ideological and political course teaching to support teachers' research; providing teachers with more teaching resources and practical opportunities to encourage them to innovate teaching methods and models, and improve the quality and effect of integrating traditional culture into ideological and political course teaching.

5. Conclusion

The fine traditional Chinese culture is the spiritual lifeline of the Chinese nation, the fertile soil in which socialism with Chinese characteristics is rooted, and the foundation for us to stand firm in the midst of global cultural waves. Integrating fine traditional Chinese culture into the teaching of ideological and political courses in colleges and universities is an important direction for the reform of ideological and political education in colleges and universities in the new era. It is of great significance for improving the teaching quality of ideological and political courses in colleges and universities, cultivating the core values of contemporary college students, and inheriting the fine traditional culture of the Chinese nation. Colleges and universities should further strengthen the research and practice of integrating fine traditional Chinese culture into the teaching of ideological and political courses, continue to explore and innovate, and provide strong support for cultivating socialist builders and successors with all-around development of morality, intelligence, physical fitness, aesthetics, and labor.

Disclosure statement

The author declares no conflict of interest.

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