

Research on the Innovation of University Classroom Teaching Management Model under the Background of Integrating Course Ideological and Political Education into the Entire Teaching Process

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Abstract: In the process of fulfilling the fundamental task of fostering virtue through education, promoting the deep integration of course ideological and political education and classroom teaching management has become an important topic in current university education reform. This paper analyzes the internal logic between classroom teaching management and course ideological and political construction, and expounds their collaborative basis from three dimensions: consistency of value objectives, coupling of implementation processes, and interoperability of constituent elements. On this basis, it puts forward innovative paths for university classroom teaching management models in integrating course ideological and political education into the whole teaching process, specifically from the dimensions of digital technology empowering the teaching environment, teachers and students jointly constructing an education community, improvement of the institutional system and revision of management norms, optimization of evaluation mechanism and quality monitoring, so as to provide theoretical reference and practical experience for improving the quality of talent cultivation in universities.

Keywords: Course ideological and political education; Entire teaching process; Classroom teaching management; Management model innovation; Collaborative education

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1. Introduction

For a long time, ideological and political education in universities has mainly relied on specialized ideological and political courses. There has been a certain degree of alienation between professional course teaching and ideological and political education, forming the so-called “two separate skins” phenomenon. With the gradual establishment of the “great ideological and political” education pattern, course ideological and political

construction has become a key measure for universities to fulfill the fundamental task of fostering virtue through education, requiring value guidance to run through the entire process of education and teaching. As the main channel for talent cultivation, classroom teaching is not only the core field of knowledge imparting, but also a key link of value shaping. Therefore, how to integrate the requirements of course ideological and political education into classroom teaching management, innovate the management model, and make the classroom an education highland where value guidance and knowledge imparting resonate at the same frequency has become an urgent theoretical and practical problem for universities.

2. Internal logic between university classroom teaching management and course ideological and political construction

2.1. Consistent objectives: Common orientation of the fundamental task of fostering virtue through education

Although university classroom teaching management and course ideological and political construction have different forms, both are based on the fundamental task of fostering virtue through education, thus forming a unified goal direction.

From the perspective of education essence, classroom teaching management includes not only order maintenance and discipline restraint, but also the creation of a high-quality education environment. Both the classroom teaching process and environment construction have multi-level education functions^[1]. The core of the course's ideological and political construction is to implement value guidance in knowledge imparting, so the two can be regarded as educational means jointly serving the all-round development of students.

From the perspective of value orientation, classroom teaching management emphasizes "student-oriented", which needs to establish students' dominant position in class and pay attention to students' personalized development. This is highly consistent with the pursuit of "meeting students' growth and development needs and expectations" in course ideological and political construction.

From the perspective of practical effect, the concerted efforts of classroom teaching management and course ideological and political construction are the basic guarantee to achieve the goal of all-round education. If classroom management only focuses on order and environment, and course ideological and political teaching only focuses on content orientation, neither can achieve ideal educational effects. Therefore, understanding and mastering the consistency of the two goals is the logical starting point for promoting the innovation of the classroom management model.

2.2. Coupling of implementation process: integration and embedding of time and space fields

Classroom teaching is the core position of the course's ideological and political construction, and also the working area of classroom management. Therefore, the intersection of the two in time and space further determines the deep coupling in their practical process.

First, the implementation of course ideological and political education needs to take classroom teaching as the carrier. Course ideological and political education is not a simple implementation and presentation of ideological and political elements; it must center on curriculum teaching itself, and achieve the infiltration goal around the whole process of classroom teaching, interactive discussion, experimental training, homework assessment, etc. It requires not only timely guidance of ideological and political resources, but also teachers'

control of students' status, teaching rhythm and teaching order.

Second, efficient classroom management is a necessary condition for the implementation of the course's ideological and political education. An inefficient classroom status can hardly complete teaching objectives, let alone carry out in-depth value guidance. Therefore, only by establishing a "whole-process multi-dimensional interactive" classroom management model can universities implement curriculum teaching activities on the basis of ensuring students' interest and participation, and create a context for the implementation of course ideological and political education and value guidance^[2].

Third, the practice of ideological and political education puts forward higher requirements for classroom management. Traditional classroom management pays clear attention to direct indicators such as attendance and classroom discipline, while course ideological and political education forces teachers to continuously pay attention to classroom details, to continuously improve their sensitivity to students' behavioral performance, be more artistic in management, master methods to guide students, and grasp the boundary of discussion. This coupling at the process level requires classroom management to shift from simple order maintenance to the overall optimization of the education process.

2.3. Interoperability of constituent elements: Organic integration of teachers, students and systems

In terms of constituent elements, classroom teaching management and course ideological and political construction have certain interoperability, both revolve around teachers, students, systems and other elements, and form relatively consistent functional requirements.

For the role of teachers, they are not only the main body of classroom management, but also the main body of implementing the course ideological and political education. Therefore, both the course ideological and political education and classroom management are important job responsibilities of teachers, and need to be assessed and evaluated. Under the background of the course ideological and political education, teachers' role needs to change from "teaching craftsmen" to "educators", and then their management responsibilities need to be upgraded from order maintenance to value guidance.

From the perspective of student participation, students are not only the main body of learning, but also the object of management. Traditional curriculum management regards students as mere managed objects and does not deeply explore the role of students in maintaining classroom order and creating a learning atmosphere^[3]. From the perspective of course ideological and political education, students' initiative receives closer attention, and plays an increasingly important role in the construction of the internal management system.

From the perspective of institutional guarantee, both classroom management and course ideological and political education need an institutional system as the core support. Universities should establish systematic policy documents for classroom management and course ideological and political education, and form a working system of unified leadership by the Party committee, joint management by the Party and government, and coordinated cooperation by departments to form education synergy, and provide a guarantee for the formulation, implementation and evaluation of a sustainable education mechanism.

3. Innovative paths of university classroom teaching management model under the background of integrating course ideological and political education into the entire teaching process

3.1. Technology empowerment: Constructing immersive and precise smart classrooms

First, build an immersive teaching environment and expand the implementation space of the course ideological and political education. In the application of technologies such as virtual reality and augmented reality, teachers can transform traditional values education content into scenes that students can perceive up close, which can not only help students understand the connotation and characteristics of ideological and political elements under in-depth experience, but also effectively improve students' interaction frequency and participation enthusiasm, thus achieving the purpose and effect of optimizing classroom management^[4]. In addition, teachers can also grasp students' learning status and emotional feedback in real time with the help of information technology, so as to provide data support for precise education.

Second, build a cloud-based teaching and research platform to promote the sharing of course ideological and political resources. Course ideological and political construction not only requires teachers to have good ideological and political literacy and ideological and political education ability, but also requires them to have a deeper understanding of ideological and political elements in professional curriculum knowledge, to fully tap their value-oriented role and integrate them into the whole process of curriculum teaching. In this regard, universities can establish virtual teaching and research offices for course ideological and political education, providing teachers with "online + offline" communication platforms as well as teaching seminars and teacher training activities, which can effectively break the barriers between colleges, majors and courses^[5], not only realize the co-construction and sharing of high-quality resources, but also include teachers' participation and teaching and research achievements into the teaching management evaluation system.

Third, use big data analysis to realize precise regulation of classroom teaching. With the support of big data and artificial intelligence technology, teachers can use smart teaching platforms to assist classroom management and course ideological and political education. On the one hand, by collecting and analyzing classroom teaching data in real time, teachers can adjust teaching design plans and interaction strategies at any time^[6]. On the other hand, based on data performance, teachers can select ideological and political elements and activity carriers that students are more interested in, to improve the infiltration effect of the course's ideological and political education.

3.2. Teacher-student collaboration: Building a classroom management community with multi-agent participation

First, transform teachers' roles from "managers" to "guides". With the construction of course ideological and political education, teachers should not only undertake the responsibility of "managers", but also act as "guides" to guide students' value growth, and even pay attention to their own demonstration and guidance, infiltrating ideological and political education through their own words and deeds and value orientation.

Second, stimulate students' participation from "managed" to "self-managed". Self-education and self-growth are important directions of modern education development, which is also the highest goal of course ideological and political construction. Universities should establish a teaching guidance mechanism of "learning by doing" and "thinking by researching", allowing students to participate in the formulation and implementation of classroom rules by taking on and experiencing roles such as classroom teaching assistants, learning observers, and activity hosts, to continuously improve students' awareness and ability of self-

management.

Third, establish a learning community to promote in-depth interaction between teachers and students. The core of classroom management is not to “control”, but to let students “learn well”. Universities should establish education modes such as virtual-real combination and classroom sharing to build a learning community. On the one hand, understand students’ demands through student feedback, supervision lectures, collective lesson evaluation, teaching reflection and other ways^[7]; on the other hand, pay attention to the effectiveness of teacher-student interaction, teacher-teacher interaction and self-iteration, and promote two-way interaction of the teacher-student community.

3.3. System reconstruction: Improving classroom management norms oriented to the course’s ideological and political education

First, revise classroom teaching norms and integrate the requirements of the course’s ideological and political education. In view of the problem that traditional classroom management norms have little content related to students’ value guidance, universities should integrate course ideological and political elements into the curriculum outline to establish “hard constraint” indicators, which run through the whole process of classroom teaching, teaching seminars, experimental training, homework papers, etc.

Second, establish a collective lesson preparation system to promote the systematic exploration of course’s ideological and political elements. Both classroom management and course ideological and political construction require the collaboration and collective wisdom of the teacher team. In this regard, universities should establish systematic training and learning activities, including induction training, special training, professional seminars, collective lesson preparation, competition observation, etc.^[8], to ensure that teachers master the scientific laws and management methods of course ideological and political construction.

Third, improve the teacher training system to enhance teachers’ ability to implement the course ideological and political education. Moral education awareness and moral education ability are the two main factors that affect teachers’ course ideological and political construction. Universities can build a phased training system of “new teachers - young and middle-aged backbone teachers - teaching experts” to build a stable teaching team^[9], so as to provide ability support for value guidance in classroom management.

3.4. Evaluation optimization: Establishing a classroom quality monitoring mechanism, unifying process and effect

First, construct a diversified evaluation index system and include value guidance into the evaluation dimension. Under the background of the course’s ideological and political construction, classroom teaching management should not only pay attention to the effect of knowledge imparting, but also focus on the realization of value guidance. Universities should include students’ literacy performance, such as political stance, value orientation, moral sentiment and responsibility, into the curriculum management evaluation indicators, to strengthen the ideological and political value-oriented role.

Second, strengthen process evaluation to realize dynamic monitoring of classroom quality. Value shaping requires long-term infiltration, so universities also need to establish an education system with four cycles: “precise design - efficient implementation - timely feedback - continuous improvement”^[10], to ensure that both course ideological and political education and teaching management can cover a comprehensive monitoring system from design to implementation and then to feedback improvement.

Third, establish student growth files to track the long-term effect of value guidance. The educational

effect of the course’s ideological and political education can only be observed and evaluated through students’ long-term growth and changes. Universities can build an “education effect tracking system” with the help of digital technology, to track and observe students’ ideological and cognitive changes for a long time, and make a scientific evaluation of their comprehensive literacy such as ideals and beliefs, patriotism, moral cultivation, knowledge ability and fighting spirit, so as to ensure that the effect of classroom management not only works in the present, but also extends to students’ future.

4. Conclusion

In summary, in the process of universities fulfilling the fundamental task of fostering virtue through education in the new era, integrating course ideological and political education into the entire teaching process is a basic measure for its implementation, and also puts forward higher requirements for classroom teaching management. Based on the commonalities of the two in terms of consistent objectives, process coupling and element interoperability, universities should promote the simultaneous resonance and collaborative promotion of classroom management innovation and course ideological and political construction. Facing the future, the innovation of university classroom teaching management model should be comprehensively reformed from the aspects of concept, technology, subject and evaluation, to promote the deep integration of classroom management and course ideological and political education in terms of objectives, processes and elements.

Disclosure statement

The author declares no conflict of interest.

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