

Research on the Path of Integrating Educator Spirit into College Students' Ideal and Belief Education in Local Universities

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Abstract: This paper mainly studies how to effectively integrate educator spirit into the ideal and belief education of college students in local universities. It thoroughly discusses the connotation and unique value of educator spirit in local universities, systematically sorts out the current situation of ideal and belief education carried out by local colleges and universities, points out the existing problems and difficulties in the integration of educator spirit into such education, and excavates the internal logical fit between the two. On this basis, this paper explores feasible paths and specific strategies for integrating educator spirit into college students' ideal and belief education from multiple dimensions, and puts forward corresponding guarantee measures. The research aims to provide theoretical basis and practical guidance for this integration practice, so as to cultivate local university talents with firm ideals and beliefs that meet the requirements of the times.

Keywords: Educator spirit; University students; Ideal and belief education

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1. Introduction

Against the diversified social background nowadays, college students in local universities are impacted by various ideological trends, which makes ideal and belief education extremely important. As a valuable asset in the education field, educator spirit contains abundant educational ideas and value pursuits. Integrating educator spirit into college students' ideal and belief education has important practical significance for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor who can shoulder the mission of national rejuvenation ^[1].

2. Connotation and value of educator spirit

2.1. Connotation of educator spirit

Rooted in China's excellent traditional culture and generated from the educational practice of socialism with Chinese characteristics, educator spirit boasts a long historical tradition and distinctive characteristics of the times. Its core connotation includes six aspects: lofty ideals and aspirations of dedicating to the country with a big picture in mind; moral sentiment of setting examples for scholars and models for the public; educational wisdom of enlightening intelligence and nourishing hearts and teaching students in accordance with their aptitude; diligent, truth-seeking and innovative work attitude; benevolent heart of loving teaching and students and being ready to dedicate; and pursuit of spreading culture with a global vision ^[2]. Educators take inheriting and promoting excellent culture as their own responsibility, and drive social development through educational practice and research achievements ^[3].

2.2. Value of educator spirit

Centered on love for education, care for students and pursuit of educational innovation, educator spirit holds irreplaceable value for educators, college students, education systems and social civilization ^[4].

For educators, it can stimulate professional enthusiasm, consolidate the original aspiration of fostering virtue through education, transform educators from knowledge transmitters to mentors for students' growth, and make them always adhere to the essence and mission of the education cause.

For college students, it can guide them to establish a correct world outlook, outlook on life and values, clarify their life development direction, and form positive and responsible ideals and beliefs, laying an ideological foundation for personal growth.

For the education system, it is a major driving force for educational innovation and reform. Guided by educator spirit, new educational ideas and teaching methods will emerge in the education field, promoting the education system to adapt to the times and respond to social development, and realize the upgrading of education quality ^[5].

For social civilization, it provides continuous support for social progress. Education is the main way to inherit and innovate social civilization. As pioneers, educators inherit excellent culture and cultivate innovative and practical talents, build a bridge for education to empower society, and promote social civilization to a higher level.

3. Current situation and challenges of integrating educator spirit into college students' ideal and belief education in local universities

3.1. Complexity of educational environment

At present, some external cultural ideas penetrate the value system of college students through cultural products and social platforms. When choosing personal ideals and beliefs, some students pay more attention to personal career development and material rewards, which weakens the educational effect of patriotism and responsibility advocated by educator spirit ^[6].

Negative interference of network information. Although the Internet facilitates students' access to information, it also brings problems. Complex and incorrect online information disturbs college students' cognition and choice of correct ideals and beliefs, weakens the influence of values advocated by educator spirit, and misleads some students to form wrong values and life pursuits.

3.2. Lag of educational content and methods

The integration degree of educational content is insufficient. Most teaching only focuses on indoctrination of theoretical knowledge, lacking vivid cases and practical materials related to educator spirit. Therefore, educator spirit cannot be fully reflected in ideological and belief education and fails to resonate with students.

Uneven distribution of educational resources leads to a shortage of necessary teaching resources, teachers, and financial support when local universities carry out education integrated with educator spirit ^[7].

Lack of innovation in teaching methods. Some local universities still adopt traditional lecture-based teaching in ideological and belief education, which lacks innovation and attraction. Single teaching methods cannot meet college students' learning needs, and students can hardly perceive the connotation and value of educator spirit through practice.

3.3. Mismatch between educational subjects and objects

Deficiencies in the construction of teaching staff. Some teachers in local universities have two problems: first, outdated educational ideas and methods. They regard ideological and political education as the exclusive task of ideological and political teachers, lack awareness of all-staff education, and have no initiative to integrate educator spirit into classroom teaching; second, they have a shallow understanding of educator spirit. They only grasp superficial connotations such as love for education and care for students, and fail to dig out the connection between educator spirit and ideals and beliefs combined with disciplinary characteristics and students' growth demands. As a result, the integration is mechanical without pertinence and appeal ^[8].

Cognitive differences among students. Due to different family, regional, and educational backgrounds, college students have obvious differences in ideals, beliefs, and cognition. Some students have a vague understanding of educator spirit, increasing the difficulty of integrated education, and educators need to spend more time guiding different students to understand and accept it ^[9].

4. Exploration on paths of integrating educator spirit into college students' ideal and belief education in local universities

To solve the practical dilemmas of the integration, a systematic path needs to be constructed from five dimensions: theory, practice, teaching staff, campus culture, and new media, so as to transform educator spirit from conceptual publicity to internalized values. The specific strategies are as follows.

4.1. In-depth theoretical education: Build a knowledge transmission system of “curriculum integration + story empowerment”

Promote the in-depth integration of educator spirit into the curriculum system, clearly incorporate it into talent training programs, and embed it into three types of courses at different levels. In ideological and political courses, set a special module of “Educator Spirit and Modernization of Chinese Education”, systematically interpret the connection between thoughts such as Tao Xingzhi's Life Education and Huang Yanpei's Vocational Education and socialist ideals. In professional courses, dig out educator cases in corresponding disciplines, adopt the dual-line teaching mode of “knowledge points + spiritual core”, and realize the joint cultivation of professional literacy and ideals and beliefs. In general education courses, offer an elective course of Local Educational History and Educator Spirit, combine the school-running experiences of outstanding educators in school history, and deepen students' recognition of regional culture and spiritual resonance.

Tell educators' stories by combining Marxist methodology with Chinese practice. Interpret educator spirit from a Marxist standpoint, viewpoint, and method, instead of simply piling up deeds. Design teaching following the logical chain of cognition, emotional resonance, value identification and practical transformation. When introducing contemporary educators, connect with national strategies such as rural revitalization and scientific and technological innovation to elaborate their value orientation of taking root at the grassroots and serving the country. Adopt case teaching and group seminars to guide students from simply listening to stories to analyzing spiritual connotations ^[10,11].

4.2. Expanded practical education: Build scenario-based and immersive experience transformation platforms

Carry out educational mission-oriented practical activities. Organize targeted practices according to local educational demands: normal majors take "rural teaching support + educational research", while non-normal majors carry out educational public welfare services. Students are required to submit spiritual perception reports after practice, align practical experience with ideals and beliefs, and realize learning and perception through practice ^[12].

Build innovation and entrepreneurship-oriented practical carriers. Centering on the innovative spirit in educator spirit, build school-level innovation and entrepreneurship platforms and set up special projects empowered by educator spirit. Guide students to design entrepreneurial plans around balanced educational resources and rural education revitalization. Cooperate with local enterprises and educational institutions to build practical bases, allowing students to participate in real project operation, transform the educator spirit of pursuing breakthroughs and brave exploration into problem-solving ability, and strengthen the ideal of serving society with professional expertise ^[13].

4.3. Empower teaching staff: Build educator team with internalized spirit and improved ability

Systematically cultivate teachers' literacy of educator spirit. Build a teacher training system integrating training, seminars and practice. Hold regular special training, invite experts in educational history to interpret the connotation of educator spirit and analyze its contemporary significance combined with local educational cases. Organize interdisciplinary teachers to hold seminars on integrating educator spirit into courses, exchange teaching ideas of different disciplines, and arrange teachers to participate in educational support practices, so that they can deepen their understanding of educator spirit in education practice and realize cultivating spirit with spirit.

Establish incentive and evaluation mechanisms to give play to teachers' leading role. Incorporate educator spirit into the teaching evaluation system, add indicators of the integration effect of ideals and beliefs education to teachers' annual assessment and professional title evaluation. Set honors such as Model Teachers of Educator Spirit and Demonstrative Ideological and Political Courses, and provide material rewards and academic support to mobilize teachers' initiative. Build a platform for teachers to share excellent integration cases, create a positive education atmosphere, and transform teachers from passive implementers to active guides.

4.4. Campus culture edification: Create a spiritual edification atmosphere integrating environmental education and activity education

Build a visualized cultural environment for educators. Tap school history and local educational resources to

build integrated online and offline cultural spaces. Set up Educator Spirit Corridors on campus to display famous quotes and deeds of outstanding educators at home and abroad. Post QR codes of educator stories in libraries and teaching buildings; students can scan to watch videos and read materials. Regularly broadcast educator quotes and school history stories through campus radio and electronic screens, so that students can feel and be influenced by educator spirit all the time in daily campus life.

Carry out branded campus cultural activities. Rely on educator spirit to build a series of cultural activities. Hold an annual Educator Spirit Cultural Festival, carry out themed speech contests, dramas and school history exhibitions, invite outstanding alumni and local education models to give lectures, and tell touching stories of practicing educator spirit and realizing life ideals, so as to guide students to internalize educator spirit into their own ideals and beliefs through role models around them.

4.5. Empower new media: Build a convenient and interactive communication education matrix

Build a three-dimensional new media communication matrix relying on official campus WeChat official accounts, video accounts and Douyin accounts. Set up the column Lectures on Educator Spirit on WeChat to regularly release graphic interpretations and expert interviews; produce one-minute short videos introducing educators with animations and dramas to present their stories vividly; develop an online mini-program for learning educator spirit equipped with modules of spiritual tests, case libraries and perception sharing, so that students can learn in fragmented time and break the time and space limits of traditional education.

Design integrated online and offline interactive activities. Launch the online topic #My Moment of Practicing Educator Spirit#, encourage students to share trivial deeds and select excellent works for exhibition; carry out offline practical activities based on online topics to transform online ideas into practical actions, enhance the interactivity and coverage of education, and improve students' participation and recognition of ideals and beliefs^[14,15].

5. Conclusion

Integrating educator spirit into college students' ideal and belief education in local universities is a long-term arduous task requiring joint efforts and continuous exploration of all university educators. Through the exploration and practice of multiple paths, universities can continuously improve the pertinence and effectiveness of ideal and belief education, cultivate more new-era college students with firm ideals and beliefs, noble moral sentiment and strong social responsibility, and contribute youthful strength to the great rejuvenation of the Chinese nation.

Disclosure statement

The author declares no conflict of interest.

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